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American Vocational Journal

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American Vocational Association, Inc.

American Vocational Association, Inc., advances American Education by developing economic competence of youths and adults. The Association promotes the professional interests of persons engaged in vocational and industrial arts education. It encourages full-time and part-time programs in these fields: Agriculture, Home Economics, Business and Distributive Occupations, Industrial Arts, Industrial Education, Rehabilitation, and Vocational Guidance.

★

Services of Associations

VOCATIONAL agricultural instructors in Wisconsin are each year urged to support the Wisconsin Association of Vocational Agricultural Instructors, the Wisconsin Association for Vocational and Adult Education, and the American Vocational Association. The combined membership dues now are $6 per year.

Are the instructors getting their money's worth? Occasionally a man asks that question—or if he doesn't ask it, he considers it. What are the facts?

The associations in vocational education and especially of vocational education in agriculture are closely knit fellowships of workers. Through the annual summer conference and district conferences of instructors in agriculture and through county or district organizations of these men, they have had the opportunity to know each other and each other's problems as have no other teachers in the public school system. Through their state organization they have set up programs of activities, have determined the objectives they have wanted to reach, and have set out through cooperative action to reach these objectives. Their state dues have provided for necessary travel of state officers, committee meetings, representation at state and national meetings, and support of activities of farm boys enrolled in vocational agricultural classes.

But vocational agriculture cannot progress alone as well as it can as a part of the great vocational education movement. The Wisconsin Association of Vocational and Adult Education and the State Vocational Association of other states presents a united front for the whole program of vocational education. Sometimes agricultural workers feel that their phase of the program does not always get the emphasis that it should. The same feeling undoubtedly exists at times in every field. One way to be sure that the field in which we are particularly interested receives ample support is to be sure that the active membership of that field is making itself felt in determining the policies of the association.

Nationally, the continued progress of vocational education is due in no small measure to the constant activity of the American Vocational Association. The continued development of vocational education could not have taken place if there had not been a strong program of work in the local schools which merited and received the support of the local communities. But even previous to the passage of the Smith-Hughes Act it was necessary that workers in vocational education pool their efforts in order that there might be national acquaintance with the program and policies of vocational education.

The passage of every act advancing vocational education has been the result of united national effort through the American Vocational Association, often over the opposition of those who should have been supporters. But progress in America always has been achieved by united action of those who felt they had a work to do and realized they could gain their ends only through united action.

Louis M. Sasman
Wisconsin Supervisor of Vocational Agriculture

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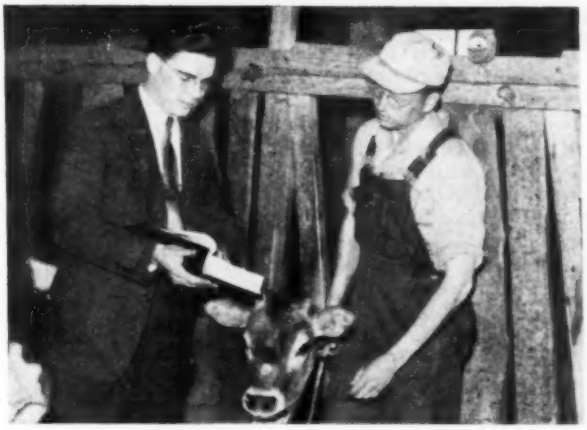
The Vocational Ag. Teacher's Job

Eight Well-defined Responsibilities Connected With the Present Day Job*

S. S. SUTHERLAND
Supervisor, Agricultural Teacher Training
California



Teacher's job includes on-the-farm supervision of all programs

THE job of the teacher of vocational agriculture today may be considered from at least two points of view. From the standpoint of the major objective of vocational education in agriculture, it is "to train present and prospective farmers for proficiency in farming." This appears at first glance to be relatively clear cut and simple. But consider what he does and must do in order to maintain the sort of department expected!

Ten years ago Dr. Sherman Dickinson, then of the University of Missouri, brought out quite forcibly that far too much is expected of the teacher of vocational agriculture. There was quite general agreement at that time with this statement and conclusion but in the past decade much has been added to the job and little if anything taken away.

The present day job of the teacher of vocational agriculture is not an impossible one, for thousands of teachers are doing it well. It is a complex one, however, as is evident when one analyzes what the alert, aggressive man actually does in a modern department of vocational agriculture.

He has at least eight well-defined duties and responsibilities.

1. He is a teacher. He teaches high school classes and either a class of young farmers, adults or veterans —sometimes all three. As a high school teacher he has all of the routine duties of the teacher of any other secondary school subject: planning lessons, class and laboratory instruction, giving tests, grading papers, reporting absences, maintaining discipline, attending teachers' meetings, etc. He may have fewer pupils than the teachers of English or mathematics, but he must plan field instruction and field trips and keep up to date on his subject matter. This is not an easy task for agriculture is far from static, and unless he does keep up with new developments and practices, his teaching soon begins to suffer. Generally he has two subjects to teach—agriculture and farm mechanics. The farm mechanics usually is integrated with agriculture. While this does not complicate his job unduly, it does require mastery of another field. His young farmer and adult farmer classes require different techniques, present different problems, and require extra time. Thus he is first of all a teacher responsible for the same duties as any other high school teacher, a member of a high school faculty, and a teacher of special out-of-school groups.

2. He is an advisor of a chapter of Future Farmers of America and sometimes of a Young Farmer chapter. Other teachers in the school have similar duties with respect to other clubs. Quite often, however, the F.F.A. is the most active pupil organization in the school, and unless the teacher has developed the ability to place the responsibility for the program of this organization where it belongs (i.e., with the members of the chapter), he may find himself involved in many routine jobs. As an FFA advisor, he has a valuable vehicle for education in the qualities of good citizenship, leadership, and service but this opportunity also involves considerable responsibility and downright effort.

3. He is a guidance counselor. The instruction given in freshman classes in agriculture include units in orientation and guidance. In addition, the teacher of agriculture has a relationship with all farm boys which almost automatically brings these pupils to him with questions regarding their choice of an agricultural vocation, their course of study in high school, the choice of a college of agriculture after graduation, and many personal problems. It is probable that more students are enrolled in colleges of agriculture as a result of the advice of teachers of vocational agriculture than through any other single medium. Next to the athletic coach, probably no other teacher enjoys the confidence of his pupils and has the opportunity for worthwhile counseling to the extent as does the good teacher of vocational agriculture. He has a grand opportunity, but at the same time, another responsibility.

4. He is a supervisor. He is responsible for overseeing and assisting with the farming activities of pupils enrolled in both high school and special classes. This may involve visits to from 50 to more than 100 farms during the year. The productive project enterprises of this group are an extensive farming operation, involving the investment of thousands of dollars. The instructor assists in procuring land, livestock, and equipment; in planning farm operations, in carrying

*Pictures accompanying this article were furnished by Glen C. Cook, *AVJournal* contributing editor for agriculture.

them out, and in keeping financial productive records of these enterprises. In this activity, he is a teacher as well as a supervisor, giving individual instruction and assistance when needed, working with the parents of younger pupils and obtaining their understanding and cooperation. To do this job well, he must know the agriculture of his community, the farmers, the growers of purebred livestock and improved crops; he must know practical farming and improved practices; he must know market outlets and demands in order to give sound supervision and advice. This may be his most important responsibility, as the supervised farming activities of his pupils may be the most important medium through which his ultimate objective of establishment and proficiency in farming is attained.

5. He is a public relations and contact man. Through his supervisory work he must vist many farm homes and know many farm people. He is in effect a "visiting teacher," and a representative of the school to much of the community. He must know the county agricultural agent, the managers of local cooperatives, the local and county representatives of the various Federal agricultural agencies. Generally he is a member of one or more farm organizations; often an officer. He knows the editor of the local newspaper and may write or edit articles dealing with the activities of his department and of the FFA chapter. He is a liaison between the school and its patrons, a valuable contribution but it gives him another job to do.

6. He is an administrator, an organizer, a planner. Unlike non-vocational subjects, vocational agriculture requires special equipment and facilities. The teacher must prepare a department budget including a list of books, supplies, equipment, and tools to be ordered. He must maintain an office with facilities for making and filing necessary reports and keeping departmental records. Often he has secretarial assistance. If he has special teachers for veterans' or adult classes under his supervision, he must have general direction of their work. Often the department has a car or pickup truck for his use in field supervision and instruction, and this must be maintained. Many FFA chapters own farm equipment, tractors, machinery, or livestock which require records. There may be a school farm, land rented to be farmed cooperatively by pupils, a community cannery or similar projects requiring his management. Where the program of the department extends beyond the minimum load of all-day pupils, there is a considerable amount of office and administrative work to be done.

7. He often is a teacher trainer and supervisor. In a rapidly increasing number of departments, special teachers are being employed to teach veterans and sometimes for adult and young farmer classes, under the supervision of the regular teacher of vocational agriculture. Generally these are "lay" teachers with little or no professional training in methods of organizing and teaching classes. Where this is true the burden of training and supervising special teachers falls on his shoulders. He must assist in preparing plans, teaching materials, and demonstrations; guide and help them in their first classes; and maintain contact with their work as they conduct these classes. Unfortunately few teachers are trained to do this job effectively. Some have stated that it is easier to teach the class than to help someone else teach it.

8. He is and should be a good citizen in the community in which he lives. He is expected to take part in pupil and faculty activities. He is qualified through his training, experience, and personal characteristics to contribute much to community activities, and he often becomes more involved than he should for the good of himself, his job, and his family. The Sunday school, the community church, boy scouts, cub scouts, service clubs, Farm Bureau, Grange, all ask for his services and membership. Little time is left for his own personal affairs. Someone should write from the standpoint of the agriculture teacher's wife and family! When a few of these important community activities are added to the evenings each week which are necessary for conducting the adult and veterans classes, it leaves little time in which to function as an individual; little time in which to conduct his own life and maintain a happy home.

These teachers are valuable and respected citizens of their communities, taking an active and often a leading part in community affairs and giving time and talents to many activities not related directly to their jobs. The people of the communities expect them to do this to the extent that it becomes part of their jobs.

Teacher-pupil planning for course materials and programs

This, then, is the job of the present-day teacher of vocational agriculture: teacher, adviser, counselor, supervisor, contact man, administrator, teacher trainer, and citizen. All of these duties contribute to the ultimate objective for which he strives—the training of present and prospective farmers for proficiency in farming and the progressive establishment of his pupils in farming occupations. These duties combine to make a big job, a complex job, a job that makes huge demands on the energy, initiative, imagination, and ability of the man who attempts to do it well. Not all succeed, and few carry on all of these duties equally well. Many good teachers are poor at organization and planning; many good contact men are relatively poor instructors; many like field work and dislike the confinement of the classroom; all face the problem of a job that's never done and which never becomes static. There always seems to be so many worthwhile things which could and should be done in a community as a part of vocational education in agriculture that he is constantly faced with the temptation to add new activities without dropping any. As one teacher expressed it, he is faced with the ever present danger and temptation "to plow 100 acres one inch deep."

Perhaps the biggest single problem confronting the teacher is how to cut down that acreage to what he can handle well, and then plow those acres deeper.

Goal to Go in Business Training

Long Beach, California, City College Provides Intensive Training Program

THE veteran, the ex-defense worker, and the regular college and high school graduate today form a bottleneck of inexperience personnel for business and industry to absorb, and there is serious need for training that will bring the student much closer to the real situation quicker.

The City College at Long Beach, California,* is meeting this need and the business institute of the College has established a "goal to go" in business training which could be the goal for all education.

Long Beach City College includes three divisions, business and technology, general adult, and liberal arts. The business and technology division is composed of the business institute and the technical institute. All vocational business training on the post-high school and adult level is under the business institute with the exception of certain classes scheduled in the liberal arts program. Distributive education, as well as training for office occupations, is included in the program of the business institute. Training is intensive and designed to prepare people for employment or promotion. Courses, with few exceptions, are organized either on the individual progress basis or on the unit of work basis, so that enrollments can be accepted almost any time. Length of periods and duration of courses are designed to fit essential needs rather than administrative convenience. The division is committed to train only in fields of work where there is a demand for personnel by business and industry. This demand, in turn, is determined through closely coordinated working relationships with business and industry including active committee functions. During the past year, over 4,000 different individuals were accommodated by the business institute. Many of the policies and practices used to advantage in instruction for trades and industry have been adopted to advantage in business courses.

Following a request for an on-the-job training program for veterans in the field of accountng, plans were completed by the apprenticeship coordinator (working with a committee appointed by the local chapter of the Society of American Accountants), and a course of training was established in the summer of 1946. It was patterned after the typical apprenticeship courses in the trade fields with full-time work and related training in the late afternoon and evening. Students attend class one afternoon a week from 4:00 to 8:30 p.m. and two nights a week from 7:00 to 9:00. The complete course requires four years and includes the essential subjects ordinarily included in a four year college program.** Upon completion, the student is qualified both in training and experience to take the C.P.A. examinations. He is qualified as a senior accountant and is established in business. The benefits of having had an opportunity to associate with members of other accounting firms during the years of training is another obvious value.

The apprenticeship training in accounting has been limited to public accounting, but approximately the same pattern has been followed in setting up cooperative training for internal accountants. The addition of the cooperative programs has solved an otherwise inevitable placement problem. Many of the placements in the internal field have been to considerable advantage to the students. Veterans have been placed with starting salaries from $200 to $250 per month. The practical nature of the intensive preparatory training is largely responsible for these better placements.

The entire program of the business institute consisting of preparatory, cooperative and apprenticeship, and supplementary and extension training is geared to employment competency, and intensive courses of training are now available in the following courses:

Accounts receivable bookkeeper, accounts payable bookkeeper, accounting clerk, advertising agent, dental assistant, fashion salesperson, bookkeeping machine operator, general bookkeeper, junior accountant, calculator operator, clerk-typist, general office clerk, stenographer, secretary, senior accountant, insurance underwriter, interior decorator, medical assistant, office receptionist, personal technician, real estate agent, retail salesperson, retail manager, traffic and transportation agent.

The goal to go in this pattern of training is much more than just a job for an individual. This intensive objective training presents one of the best answers to problems of recovery just as the accelerated war training programs provided one of the best answers to the problem of winning the war. This type of training provides a direct means to a definite end. The doting parent of the high school graduate may object on the grounds that this approach will deprive youth of those carefree years that dad and mother did not have, but perhaps junior won't be completely disappointed in sinking his teeth into something real and at the same time obtaining an essential education. Holding youth in school longer could well be a hangover from WPA years when the employment situation was entirely different. This educational marking-time, for at least a large number, is little different than paying individuals not to grow wheat or raise pigs. A major portion of war losses are training losses, at least as they affect recovery. Better business is a matter of better leadership and better skill.

With approximately 50 per cent of the people employed in distributive and office occupations, a major educational effort in the field of business is much in order. Such traditional studies as foreign language and mathematics, that will be put to little practical use, can be eliminated as time-consuming elements in the program for recovery. Giving inexperienced people essential knowledge and skills, and a practical business connection, seems much more to the point. Long Beach City College has this goal to go in business training.

MONROE H. HUBBELL
Associate Dean, Long Beach City College
Long Beach, California

* Junior colleges in California are part of the secondary school system. Because of their extended service in the education of adults, many are becoming community colleges. They are not regular colleges empowered by law to grant upper division credit or bachelors degree. They merely are the outgrowth of the junior college.

** Where students have not had sufficient training or experience in the particular field to be of service to an employer, an intensive, full-time preparatory course is provided.

Teen-Agers BUILD HOUSES

British Apprentices Helping To Solve the Housing Problem

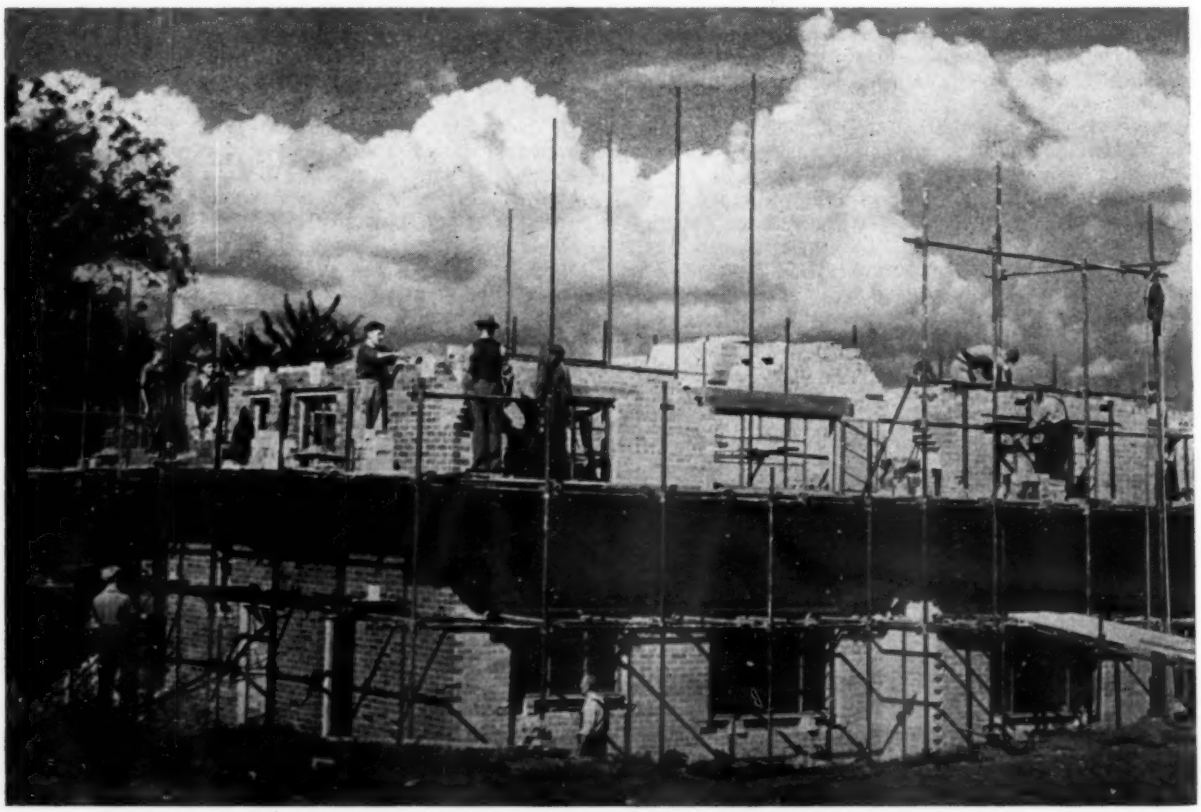
SUPERVISED and instructed by master builders, boy apprentices are contributing to the steady increase in building in Britain, where four and one-half million homes were destroyed or damaged during the war.

The latest available figures show that 12,426 permanent houses and 4,883 temporary houses were completed in Britain in one month last summer. In several English towns, urgently needed houses were completed entirely by boy apprentices like the seven teenage bricklayers and six carpenters who are building houses on one of the Croydon Corporation's estates at Addington, Surrey. The picture shows one of the new houses when roof high.

Apprentice builders are working on the first pair of houses at Addington, which were near completion after six months' work, in the lower picture. Above, a master bricklayer, J. Christmas, is watching boy apprentices R. McCann who is 14, and A. Medhurst, 16, as they work at a similar construction project.

This picture was issued last September by the British Information Services.

EDITOR'S NOTE: In the United States, cooperation between national contractors associations and international unions has resulted in National Joint Apprenticeship Standards for 13 trades which cover all of the major crafts in the building industry, William F. Patterson, director of the Apprentice Training Service of the U. S. Department of Labor reported at the AVA convention in Los Angeles last month. On November 1, 1947, ATS had recorded 109,738 apprentices, an all-time high, in the building trades. The number of employers in the construction industry participating in apprenticeship also had established a record. George H. Fern



A Good Procedure is Essential to Planning

FAYE C. JONES
Associate Professor of Home Economics Education
University of Arizona

New Home Economics Departments Should Serve for Many Years

HOME economics teachers would not expect a dress cut without a pattern and made without fitting to be usable. A department which is planned without a good procedure seldom is a good environment for the program. When planning is sound, done logically, thoroughly, and objectively, the new department will serve the school effectively for many years. The following procedure is offered for the consideration of people who plan home economics departments.

What is planning? Planning is the process of converting needs into blueprints and specifications which will be used as a guide in constructing a department. Perhaps it is defined more clearly with statements which describe the various aspects of the job. Planning is recognizing needs. Planning is justifying needs in terms of use. Planning is converting needs into data and requirements. Planning is using these requirements as a basis for preparing working drawings (blueprints) and writing specifications.

Planning which starts with drawing, usually fails to yield a set of plans that provide for actual needs of the specific school for which they were prepared. It is essential that each of the steps which precede actual preparation of plans be done accurately and thoroughly in order to provide a sound basis for designing the floor plan and details for the department.

Step I—Develop a Philosophy. The philosophy is what people believe about the kind of a department the school needs. It is a guide in finding facts, studying requirements, making decisions, and evaluating all aspects of the plan and specifications for the department.

Regardless of location, amount of money to be invested, or size of the school, a department is good only when it measures favorably with the following criteria:

Does it provide space, furnishings, and equipment needed to teach all aspects of the program? Does it provide an opportunity for teacher and student to use all desirable teaching procedures and learning experiences easily and effectively? Is it designed, equipped, and decorated in such a way that it is consistent with principles taught? Is it sufficiently attractive and comfortable to be an enjoyable place to teach and study?

Step II—Find Facts. Whether schools are planning new departments or remodeling, the second step is to find facts pertaining to present conditions and such future conditions as may be established with sufficient accuracy to be useful in planning. These facts should be grouped under the following headings: "Community," "School," and "Program."

Civic leaders may be consulted for information about the community (to which the school may not have access) that will influence the school and program. Changes which may be expected in services and utilities are worth noting. It is well to obtain information about business and industries which may increase or decrease the population, change income levels, or in any way affect the personnel of the community. A picture of health conditions may justify certain changes in the program and consequently the space and equipment in the department.

School administrators, civic leaders, and teachers may need to consider ways in which the department should contribute to the physical improvement of homes. They should find out if people are making adequate use of available utilities. If not, could the school encourage the use of utilities by equipping the department with labor-saving appliances which families can afford? This group may need to decide if homes are sufficiently attractive to be pleasant places to live. If not, the department may be designed, furnished, and decorated in such a way that it will inspire and enable people to improve the appearance of homes.

Step III. Study the Program and Ways of Teaching. If school planners agree with the thesis that departments should provide space, furnishings, and equipment needed to teach all aspects of the program they will realize that the program affects planning. Schools offering programs which include all phases of home economics have a basis for stating requirements. If schools believe that programs should be broadened in scope, they should plan changes before requirements are compiled.

A department which provides space to teach food and clothing only is as outmoded as a program limited to these two. In addition to the areas which make up the total program, it is important to consider how programs will be conducted. Since study, planning, discussion, audio-visual aids, demonstrations, displays, and other procedures are used to reach goals, it is important to design departments for these procedures as well as for work activities.

Step IV. Plan Use of Space. Program planning is cheaper than space. In one-teacher departments, there can be no conflict over use of space. Programs should be studied, however, in order to plan the right amount of storage for such student possessions as aprons, partially completed garments, and boxes of sewing supplies as well as materials needed in other units of work. The number of storage cabinets can be reduced to a minimum if the program is planned so that all classes will not need the same kind of storage at the same time.

When the staff consists of two or more teachers, the program should be planned and studied to determine the kinds of space needed each semester. Programs may need to be adjusted (1) to provide teachers and their classes with the kind and amount of space

needed (2) to avoid unnecessary duplications of space and equipment and (3) to make good use of space.

The maximum number of students to be enrolled in classes should be established prior to stating space requirements. When all areas or rooms in the department are planned to accommodate the same number of students, classes may change rooms when the program requires a different kind of space.

Each school should predict increases in school enrollment and provide for the expected growth in planning. Unless a high percent of girls in the school are enrolled at present, an increase in enrollment may be expected when a new, attractive, and adequate department is built. In some schools this increase has been as high as 100 per cent and over a period of 10 years this increase has been permanent.

Step V. Determine Needs. Teachers agree on one common fault in departments in the past—storage. Some existing departments have sufficient cubic feet of storage space, but it is inadequate because it was not designed to accommodate items which need to be stored. Architects cannot design good storage details unless teachers provide them with information about the kind and amount of storage needed, a statement about the kind of items to be stored in each space, and where the items are to be used.

Storage may be grouped under the following headings: Teacher's personal possessions and items used exclusively by the teacher, department items, and student possessions. Plan for the last two groups when space required to teach each area is listed. Include teacher's storage with general requirements. The task of compiling requirements for each area is facilitated by a systmatic way of studying and listing requirements. An "Inventory of Needs" has been used successfully for this step in planning. For example:

Health and Home Nursing

Space:

Study center
Demonstration and practice center

Furnishings and Equipment:

Roll-a-way bed, bedding, bed linen, towels, improvised equipment, table, bowl, pitcher, pail, bed tray, first aid kit

Teaching Aids:

Books, bulletins, charts, posters, magazines

Storage:

All items of furniture, equipment, and teaching aids except table

In the same way the teacher may prepare the inventory for each area in the program. When possible, it should be prepared when each area is being taught.

When the form is prepared it is advisable to allow ample space under each subheading. The list of items usually is longer than estimated before the inventory is made. In addition to items the department owns at the time the inventory is made, the teacher should include items which she believes are needed and which will be added later. This is the time also to find an excuse to dispose of "white elephants" which may have accumulated in the departmnet. Space should be allowed under storage to list items singly and in which to add measurements, suggestions for design of storage, location, and other data which will be added to the form after the inventory for all other areas is complete.

Step VI. Compile Data and Requirements. The teacher uses the inventory of needs with measurements and quantities of items as her guide in compiling the data and requirements for the architect. In this way she organizes and presents requirements. The architect uses this information as a guide when he designs the department. If the number of rooms is obvious, the data and requirements should be organized under the headings of each room.

The data and requirements should include the following kinds of information:

1. Statements about the way the room will be used, as for sewing, study, play school, grooming, home furnishings.

2. Centers or areas in the room, as six unit kitchens, demonstration center for 24 students.

3. The number of pieces and measurements of furniture, equipment, and built-in features which require floor space, as six work tables 3′ x 6′ with four chairs arranged in U shape, open end of U facing chalk board.

4. The kind and amount of storage needed in each area, as book shelves, 18 linear feet; magazine cabinets for 10 current issues and storage for a year's issues of each; three garment closets with hangar rod, minimum width 3′, maximum, 4′.

The architect may be more skillful in working out the arrangement and locating storage in the room than the teacher. When the data and requirements are presented to the architect, the teacher should discuss the information with him and add other facts concerning the use of space, characteristics of students, and routing, which aid him in forming a mental picture of the room in use. She may offer illustrations, photographs, sketches, publications, and other reference material at the conference. A teacher should not draw a plan for the department and give it to the architect. She may prepare a diagram which indicates areas, storage, routing, and relation of one area to the other and of one room to another. The architect wants and needs all of the data and requirements that the teacher can put into writing. He should have freedom to design the department to provide for these requirements. Any misinterpretation he might make can be detected when he submits the sketch of the plan to the teacher and administrators for discussion.

When space requirements are being compiled the teacher and administrator should consider materials, finishes, and equipment which will be included in the general contract for the building. The architect needs this information before he prepares details and specifications. The items which should be considered are: Floor coverings, materials to be used on the counters in the unit kitchens, and finish (paint or natural) for cabinets and wood trim. In addition to deciding upon materials, they should include the grade, color or pattern by number for floor coverings and counter materials. The kind of finish for walls and wood may be decided and directions for quality and method of application written into the specifications. Specifications should allow the teacher and administrator ample leeway in selection of colors, finish, materials, etc.

Teachers can make a contribution to planning which cannot be duplicated by other participants. Frequently their difficulty is in knowing how to plan rather than what to plan. Both are essential for successful planning.

A Unit in Health

Carnegie, Oklahoma, Makes Good Use of Its Homemaking Cottage

IRENE PHELPS
Carnegie Junior College, Oklahoma

THE attractive stone building on the southwest corner of the school grounds in Carnegie, Oklahoma, is the vocational home economics cottage. It has a modern, two-unit kitchen, spacious workroom with a large stone fireplace, an attractive living-room, a small bedroom, two bathrooms, and a storage-room. It has many features that any girl would dream of for her own home. Thus the environment is conducive to teaching all phases of homemaking.

A freshman class in Homemaking I choose to emphasize a unit in health. At the beginning of the year they outlined their work. Problems related to the home and family were studied first, then the girls set up problems of interest to meet their needs in the area of health. Personal appearance was to be studied later in a unit on personal appearance and clothing. Factors related to both health and foods were to be emphasized in a unit of foods to be studied later.

Problems that the girls set up directly related to health were: How can I keep from taking a cold? What can I learn about first aid to protect myself and others against accident and disease? How can I learn to care for a person in bed so I can help when there is illness in the home? How am I responsible for the health in my community?

The class of 20 girls divided into four groups for action: first aid, home nursing, personal health, and community health.

In the first aid group the girls practiced making different kinds of bandages and checked causes of accidents. They listed minimum first aid supplies and checked medicine cabinets at school and at home.

The home nursing group first learned to make a bed correctly, then practiced for speed and efficiency. They learned to take temperature, pulse, and respiration. Liquid, soft, and light diets were prepared and arranged on a tray. Equipment was improvised for a back-rest, tray table, and additional items as they learned how to carry out a physician's orders and make the patient comfortable.

The home nursing group prepared liquid, light and soft diets

The group working on personal health checked their height, weight, posture, and health habits. Each girl prepared personal questions for a question box.

Community activities seemed difficult at first but this proved the most interesting group. Sanitary conditions in grocery stores were checked; one group visited the bakery; another visited the school lunch kitchen; still another discussed community health and sanitation regulations with the mayor.

Students arranged for the entire class to visit the local clinic and hospital. At the clinic the doctors talked on the importance of good posture and demonstrated corrective exercises. At the hospital the nurses demonstrated dressing a small baby. The Caddo County Health Nurse visited the class twice during the unit. On one visit she demonstrated taking samples of water to be tested and provided special bottles so 10 girls who did not use city water could collect samples. On another visit she answered the personal questions that the class had collected.

The periods went entirely too fast, as superstitions and health falacies were clarified and emphasis was placed on forming good habits of body cleanliness, eating, eliminating body waste, sleeping, exercise, work, rest and recreation, posture, self-control, and of clothing oneself. The film strip and story of the life of Madame Curie concluded the unit. All in this class chose to carry out a project at home related to their study.

Community resources were used by this class. When needed community help could not be brought to the class, the entire class or a committee went out into the community.

The Homemaking Cottage at Carnegie, Okla., Junior College

One of the Chicago classes meeting at the Vocational School.

Balanced Selling Techniques

State-Local Education Authorities and National Confectioners' Association Have Worked Out This Training Program

A BACK-TO-SCHOOL movement has gathered momentum among the sales personnel of wholesalers who distribute candy products manufactured by members of the National Confectioners' Association. More than 100 classes have been set up throughout the nation. Most of the enrollment work was carried out by representatives of the Association's members. All training is in cooperation with the local public schools.

In collaboration with Philip L. McNamee, assistant in charge of vocational education for the Chicago Board of Education, five classes are in session in that city. Three are at Chicago Vocational Evening School and two at Washburne Trade Evening School. Eventually nine such classes, operating simultaneously in various sections of the city, will be required to take care of the Chicago program.

These salespeople, representing 200 Chicago confectionery wholesalers (which includes tobacco distributors, grocery wholesale firms, and exclusive candy wholesalers) have returned to school to learn the new art of "Balanced Selling." The term originated with the distribution committee of the association, whose members are representatives of the most outstanding candy manufacturers in the nation.

In the Tidewater Area of Virginia, wholesale candy distributors suggested that they (as principals and owners) be allowed to complete the "Balanced Selling" training as a test group before recommending that their salesmen take the training. As a result of the enthusiasm of the wholesalers, three salesmen's classes were organized in Norfolk, Hampton, and Newport News, Va. Mrs. Katherine Ridenour, area supervisor of distributive education for the Norfolk schools, and Richard P. Draine, Tidewater Area supervisor for the State Board of Education, were largely responsible for acceptance of the program by these key wholesalers.

Candy wholesalers in Cincinnati, acting upon the recommendation of their group director, J. F. Poetker, voluntarily requested that NCA make the program available to the entire membership of the local group. With the assistance of Virginia M. Smith, supervisor of merchandising, Cincinnati Public Schools, the first period of the 10-hour training session started within two weeks after the request. Two classes with two-hour periods each Monday and Tuesday evening now are taught by Albert Thompson, and the Cincinnati wholesalers' salesmen have accepted the program with unusual enthusiasm.

The first class to be held in the West was started by Cecil Stanley, state supervisor of distributive education, Nebraska. Mr. Stanley had the program in operation one week after an NCA member representative advised him that local wholesaler firms wanted the cooperative merchandising-selling-coaching program.

Another example of speed and dispatch comes from South Bend, Indiana. A telephone call to the NCA offices by a South Bend wholesaler resulted in a class exactly one week later. James F. MulCahy, NCA merchandising director, contacted George Weber, director of vocational education for South Bend, and he in turn obtained a professor of marketing on the Notre Dame University staff as instructor. Distributive education coordinators now are furthering the program in other Indiana trading areas.

Other coaching classes are expected soon to get under way in both New Haven and Norwich, Connecticut. State education authorities here voluntarily added six additional hours of classwork to the normal 10 hours of "Balanced Selling" training periods, in order to give candy wholesalers' salesmen supplementary selling techniques. This experimental group began sessions in Hartford in October.

In Colorado, John R. Waldeck, supervisor of distributive education, informed NCA headquarters that their staff would assist in recruiting enrollments, and students would receive individual help. The course will be widely publicized throughout Colorado before classes start.

The first class in Massachusetts started in Cambridge in April, 1947, under the supervision of Harold Shapiro, state director of distributive education.

The association has been meticulous in compiling the basic information for this comprehensive sales training program. As an example, an exhaustive survey was made of wholesale candy salesmen in the concentrated market area of Detroit, Mich. Every activity of these salesmen was closely observed, specifically identified, and measured in relation to sales production. Practical principles have been observed throughout the course, based on dollars-and-cents factual data. Opinions, guesswork, and theory have been supplanted by actual experiences.

(Continued on page 35)

HARRIETT H. CARR
AVJournal Editorial Assistant
as prepared from the report of

JAMES F. MULCAHY
National Confectioners' Association Merchandising Director

The Guidance Function of Industrial Arts

PRESENT EMPHASIS OF PROGRAM IS TOWARD COMPLETE DEVELOPMENT OF THE INDIVIDUAL

Industrial Arts is a phase of general education that concerns itself with the materials, processes, and products of manufacture, and with the contribution of those engaged in industry. The learnings come through the pupil's experiences with tools and materials, and through the study of resultant conditions of life. It is a curriculum area rather than a subject or course, being comparable in this respect to the language arts. (Taken from *Industrial Arts, Its Interpretation in American Schools.*)

BY ITS very definition, industrial arts is general, not vocational education. This concept has not always remained outside the realm of controversy, but in recent years it has received practically universal acceptance. Educators are quite generally agreed that shopwork and drawing courses contribute materially to the broad all-around education of "all of the children of all the people"—in many instances to that of the people themselves. The once popular "fads and frills" connotation is rarely heard. The vocational objective likewise is receiving decreased emphasis. It is difficult to find a junior or senior high school today in which some form of industrial arts is not included in the curricular offerings, and in many communities it is constituted as part of the program of studies in the elementary schools. Plans for new school buildings invariably include space for shops and drafting rooms. Failure to offer this area of education in most schools is as unthinkable today as it is to omit courses in English, history, science, or mathematics.

The philosophy of what constitutes general education has undergone marked changes since the turn of the century. The efficacy of purely academic, or cultural, preparation has been seriously questioned, with resultant revisions. Many of the practical arts subjects have served as "balancers" in this program and the so-called fads and frills have been found as effective, or even more so, as the traditional academic courses. It is no longer sufficient to prepare persons for college and that alone, because only a small per cent of the population graduates from high school. The problem of educators everywhere is to attempt to meet individual needs, desires, and abilities with courses of a general education nature but transcending esoteric considerations. This is the foundation upon which rests the preparation of persons for effective citizenship regardless of the careers which ultimately are selected. In an industrial-scientific society the academic and the practical when studiously blended together, produce the ingredients for a truly functional education. Industrial arts, because of the characteristics of its contributions, has earned nomination for inclusion in this admixture with other academic and special subjects.

WHAT are the factors which determine the inclusion of courses in a curriculum? Why, for example, are English, history, mathematics, science, and social studies not omitted from secondary school curricula whether college preparatory, technical, or commercial? These subjects are necessary for the general education values accruing to the students. It is true that high schools are ever-mindful of college entrance requirements, yet it is equally true that courses which have value for college entrance, if properly taught, also have educative values for those who do not choose collegiate preparation for their life's work.

A well-balanced curriculum is not unlike a well-balanced meal. Each element within it should play a part in the development of the individual. Every course performs its unique function which cannot be supplied by the others, while reinforcing certain functions which are peculiar to all courses, in a measure. For example, no other course except mathematics has for its avowed objective the teaching of a degree of skill in performing mathematical operations. In this respect, the contribution of mathematics in unique. Yet the concomitants of learning mathematics include many educationally and socially desirable outcomes such as development of character, ability to reason, consumer education, understanding of one's environment better, and many others. Such outcomes are not, by any stretch of the imagination, unique to mathematics. Nor are they attributable to any single subject. But it cannot be denied that they are very important in the total education of students regardless of occupational choice. Many would insist that they merit consideration even above the knowledge of subject matter. "Of what good is the student who knows his history or English or science or mathematics perfectly, yet who has not learned the simple rules of how to get along with his fellow human beings?"

NOT only mathematics, obviously, but all course offerings make two types of contributions toward the all-around education of students. One is the unique, or specific; the other is the concomitant or general. Both types are necessary if educational programs are to function in the manner in which education is designed to function. Every individual is entitled to de-

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Paper given at the AVA Convention in Los Angeles.

velop himself to the limit of his interests, abilites, and capacities. He can do this only if he is fully equipped with certain basic tools necessary for living in this society, and for pursuing his occupational choice effectively.

Historically, the philosophy of teaching all school subjects has been broadened to include more than the specific contributions of these subjects. Not only has this resulted in wider curricular offerings, but the objectives of subject matter areas have been increased to include provisions for greater educational outcomes. The area of industrial arts has enjoyed a similar growth. From "manual training" it has developed progressively to "manual arts" and currently to "industrial arts." From training of the hands for formal discipline reasons, it has gradually developed to include such manifold objectives as expressed in the quotation at the beginning of this article, and many other statements of goals. The report of the AVA committee headed by Dr. Homer J. Smith, under the title of "Improving Instruction in Industrial Arts," lists nine attainable objectives. Many other groups and individuals have listed objectives ranging in number from one general statement to 12 and more specific aims. Woven throughout all these statements from the earliest to the latest is evidenced a progressive shift in emphasis from the job or operation to the student.

IN the report of the AVA committee may be found the most up-to-date statements regarding the function of industrial arts. In addition to a "breakdown" into the "doing" and the "knowing" units of instruction, and the former seems to receive no greater emphasis than the latter, are suggestions for the "being." These include changes in the student which are much more intangible, yet no less important. They concern themselves with the kind of person the boy is assisted and encouraged to become as a result of his industrial arts experiences. The instructor is encouraged to "take all the time necessary to try to make better boys and men, better girls and women." This suggestion is all-important. It places the greatest emphasis where it belongs—upon the development of happy, useful, and successful citizens—not upon the construction and repair of articles of wood, metal, textiles, ceramics, or plastics. The means is now relegated to its rightful position, while the end is being brought into bold relief.

Guidance, vocational, educational, moral, social, or personal, should be numbered prominently among the attendant outcomes of all types of educational offerings. Beginning in the lower grades of the elementary school it should continue as the "warp" of the pupil's educational "tapestry" on through the junior and senior high school and even through college and graduate school. It is a never-ending service that the school should provide to the citizenry which it serves. It cannot be left to chance. It must be interwoven as a definite aim along with the specific objectives of all courses of study. Teacher and pupil guidance activities must in like manner be clearly indicated or else the guidance function will be lost.

The really worthy - of - the - name industrial arts teacher is in a pivotal position to make guidance a functional service of his chosen area of education. His shop is equipped to simulate, in a measure, shops in industry. The articles that are constructed or repaired provide ample interest centers for stimulation of thinking and questioning about industrial "processes materials, products of manufacture, and with the contribution of those engaged in industry." The atmosphere of the shop is one of freedom, rapport, pleasant relationships with others, and interesting activity. The books and other instructional materials that are used contain information such as cannot be found in any academic classroom. Here is activity, here is enjoyment, here is a natural state for learning and doing things together. Because of such a setting, this teacher would indeed be woefully remiss in discharging his obligation to his classes were he not to take advantage of their heightened interest in industry—and in education—and provide them with effective instruction not only in the direction of choosing their life's work, but also in the direction of better living, better citizenship, better appreciations, and better habits. It can be accomplished by teachers of ability and vision. It cannot be accomplished by teachers whose primary interests are concerned with necktie racks, footstools, screwdrivers and funnels. It takes a genuine interest in and a sympathetic understanding of children. It takes planning. It takes work. It takes a philosophy that transcends tools and materials, shop skills, and machines. It takes a teacher, not merely a mechanic.

WHAT, then, are the activities in which teachers and pupils may engage and which result in good guidance? There are many—too many to list all of them here. Some of these can be used as class undertakings; others are designed for small, interested groups; still others are intended for individual conferences. All are valuable even if they produce negative attitudes. It is as important to help persons to steer away from as to steer toward occupations, courses, and ideas.

Following are some suggested guidance activities for industrial arts classes.

Emphasize the dignity of industrial occupations in group discussion, lectures, and reports of students.

Make field trips to industrial plants and business concerns.

Show movies and slides of industrial and business occupations.

Assign individual student reports about professions, trades, and other callings. Include items such as income, hours, hazards, retirement, tenure, legal regulations, promotional routes, etc.

Study legislation affecting management and labor, young workers, unions, etc.

Discuss the demand for certain types of workers in your community and other communities. Include professions.

Arrange lectures by local professional men, laborers, merchants, etc.

Show how important a part a high school education plays in going on to remunerative employment.

Discuss the value in later life of the courses which the students now are studying.

Discuss the value of such items as dress, appearance, personality and character traits, in living a satisfying life.

Discuss the advantages and disadvantages of teaching industrial arts and teaching in general.

Utilize various industrial exhibits in stimulating interest in those industries.

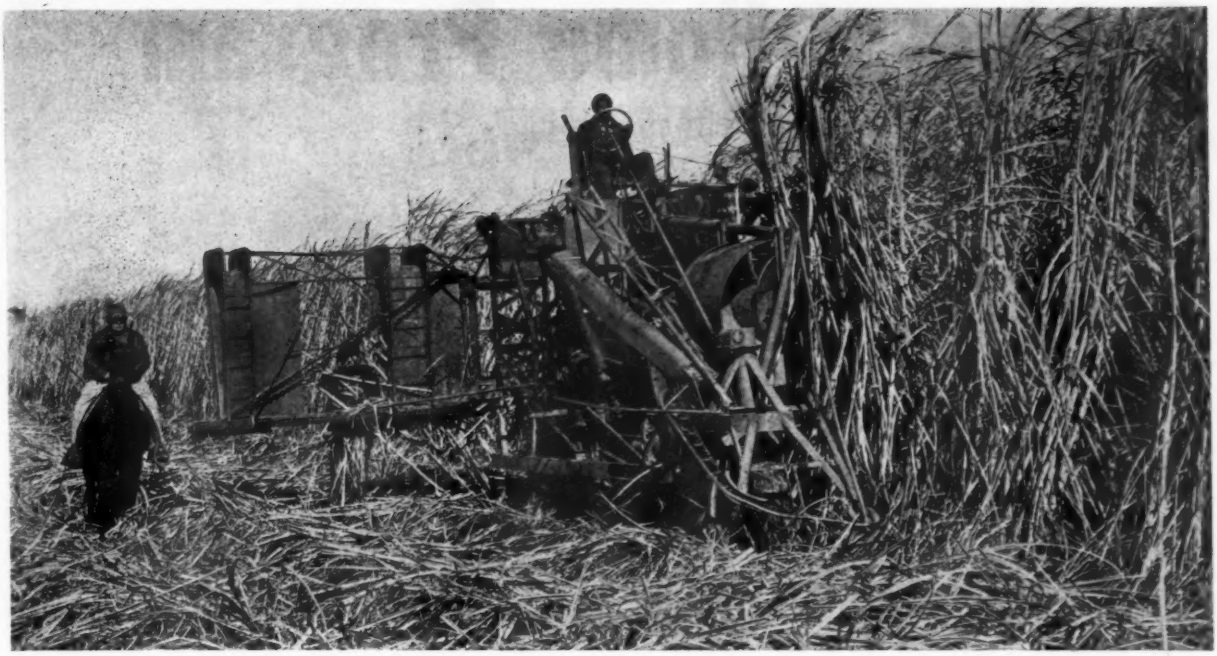
Use bulletin board for displaying interesting guidance materials.

Secure and study copies of the many available charts and booklets describing the various occupational pursuits.

Have individual students report on the work their fathers do.

Keep constantly alert for evidence of special aptitudes and abilities that certain students possess—or do not possess. Take occasional opportunity to discuss their ambitions with them personally and privately.

Study each pupil thoroughly and become well-informed of his background, interests, and abilities so you can counsel him wisely if occasion demands.



Mechanized equipment saves time and labor in harvesting the South's sugar cane crop

Farm Mechanization

Southern Agriculture Must Keep Pace With Progress

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SOUTHERN agriculture is faced with problems of a complex nature. Farm mechanization alone will not solve them all, but it is one of the most influential factors in determination of the future of agriculture in the South.

Most soil is of low fertility except in the alluvial areas, the Everglades, and some of the limestone valleys. The land erodes easily. Farm resources, in fact, are difficult to manage, but if current misuse was eliminated there would be greater possibilities for developing a balanced and efficient agriculture.

Population pressure has resulted in economic maladjustment and a low level of living. Low income, health conditions, and inadequate educational opportunity are major problems in the South.

Low incomes and increasing population probably account for the fact that the amount of machinery on Southern farms has scarcely doubled in the past 100 years. In the rest of the country it probably has increased 400 or 500 per cent. Faced with limited land because of population and limited capital because of low income the South has developed farming systems centered around high-valued labor-intensive enterprises, particularly since certain of these such as cotton, tobacco, cane, and fruit are so well suited to these and climatic conditions.

Today the development of synthetic fibres threatens to remove the main source of income for half of the farmers, for cotton is the main single crop. Lower incomes and lowered values for investments in cotton farms, gins, warehouses and mills, will result unless compensatory gains can be made in the efficiency with which cotton is produced, processed, and distributed.

Mechanization seems to be the one answer. But if mechanization reduces the number of people needed for production of farm enterprises, what is to be done with these people?

They must be prepared through education and training for other types of employment. The South's industrial resources must be as fully utilized as those of the soil. This must be the primary tenant for balancing agriculture and industry in the South.

Industry and the service occupations (particularly those needed to care for and operate machinery and equipment for both the farm and the household) will provide a place for these so-called economic extras. But they must be assisted in acquiring the essential skills and brought into closer contact with industrial development. This is one of the problems confronting Southern education.

The mechanical farm will require more land and capital, more competent management, and farm workers with more skill in handling machinery and with a knowledge of safety factors. Farm living must be improved and modernized that social conditions may keep pace with industrial progress. Departments of agriculture in the schools must provide the necessary practical training. Higher calibre teachers with an understanding of the job ahead, will be needed. There may be delays, but the development of an efficient agriculture in the South is inevitable. This is the type of challenge which vocational agriculture welcomes.

*From an address delivered at the National Cotton Council Meeting, Stoneville, Miss.

A Live-at-Home Program

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Texas State Board for Vocational Education

Planning nutritious meals is part of the homemaking program

Texas Vocational Program Assists Veterans and Wives of Veterans

TEXAS G. I. wives and women veterans enrolled in homemaking courses given by the County Vocational Schools for Veterans are not only learning how to make better homes for their families but how to have a good time doing things together as a class and/or as a community group.

From the beginning of the program of vocational agriculture for veterans under the G.I. Bill of Rights wives have taken a large part of the responsibility for making the "Farm and Home Plans" and for keeping records and accounts. This came about from the concept that homes are built as partnerships and that the best homes result from close cooperation between partners.

Now that vocational homemaking is being offered not only to women veterans but to wives of veterans as well, the techniques of planned homemaking are available for many farm wives who previously have not had such opportunities. In Texas today home counselors are employed in 18 counties to assist the Vo-Ag veterans and their wives in every phase of homemaking.

The State Board for Vocational Education, under the direction of W. E. (Brick) Lowry, executive director and B. C. Davis, state supervisor of the veterans education division, is supervising all vocational education for Texas veterans under a contract with the Veterans Administration. The fields of vocational training offered since July 1, 1946, when the State Board first assumed responsibility for the G.I. schools in Texas, include agriculture, trade and industrial, and distributive education. There are now 29,000 veterans enrolled in these courses. Homemaking was included in the contract for the fiscal year beginning July 1, 1947, and a supervisor of home counselors, Miss Marie Strange, was employed to coordinate the program for women veterans and wives of veterans enrolled in the County Vocational Schools.

Every effort has been made to confer with each of the county coordinators in the 200 schools now operating under the State Board-VA contract. By January 1, 1948, the number of home counselors may have more than doubled, since every coordinator has indicated a favorable attitude and an open field for employment of counselors.

Counselors are selected on the basis of training and experience in practical homemaking arts and for the most part are regularly qualified graduates of home economics departments of accredited colleges. All have had experience in adult education and 12 are Smith-Hughes certificated, and have come from the regular vocational homemaking field.

The program is planned to include every field of interest for G.I. families. Its purposes are to enhance the family income, raise the level of health standards of family and community, make living at home more enjoyable, and foster inter-family cooperation in both work and social activities.

The first objective is nothing more than stretching the budget. Through menu planning, food preservation, and economical marketing the food budget goes farther. By careful planning, cutting, and sewing, the clothing allowance of the family is similarly increased. The same is true of household expenses: slipcovers, drapes, and linens can be made instead of purchased. There are materials in every farm home which can be utilized for practical purposes—feed sacks can be converted into curtains, fertilizer sacks into everyday luncheon cloths and napkins, and flour and feed sacks into aprons, pajamas, dresses, and children's clothing. With the proper "know-how" any of these projects are possible for the average homemaker. Home counselors endeavor to make the program practical and inspirational for all.

The second goal, raising the level of health in family and community life, is tied in closely with the other objectives. In food preservation, for example, the thorough sterilization of jars and proper methods of processing both canned and cold storage foods play an important part in family health. Modern pressure cookers and quick freeze units are essential in the effort to preserve the greatest possible amount of proteins, vitamins, etc., in stored foods. Yet many wives

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Educational Research Shows

WHAT RURAL AREAS NEED

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New York State Education Department

RESULTS of educational research in New York have shown that in spite of the great advances in rural education brought about by the development of the central school, real equality of educational opportunity does not exist—that boys and girls in the country schools are not being given access to as wide a choice of school offerings as are provided in the cities. As one farmer expressed it: "When they go to high school our boys and girls don't know what subjects to take; when they do find out, they discover they are not being given."

In order to check these suspicions, a survey was made of the programs of all the rural schools in 10 areas of the state, each area about equal to a county in size. Some of the findings with respect to vocational education follow:

In the first place, there is as great need for vocational education in the rural schools as in the city schools. There is a steady migration of rural boys and girls to the cities for employment and unless they are to be severely handicapped in their employment possibilities, they must have the same opportunities as city children for training for jobs in business and industry. In addition, there is a scattered need, all over the rural areas themselves, for persons with training in automotive mechanics, bricklaying, carpentry, household appliance service, bookkeeping, stenography, etc.

IN A great many schools, especially the smaller ones, vocational sequences are the only alternative to the college entrance curriculum. There has been a tendency to direct the academically less capable pupils into vocational courses. There is a floor beneath which vocational training is of little value—that floor being the minimum requirements of the job. The vocational curriculums—if their objective is to train for entry into skilled occupations—require a high level of pupil ability. Better guidance is needed in small schools and a wider choice of curriculum offerings that include materials that more satisfactorily meet the need of pupils who do not want to, and in many cases cannot, enter skilled occupations.

The chief factor in the lack of adequate educational offerings in rural areas was found to be the small size of the schools. The average rural school has only about 500 pupils in all 12 grades. The proposed solution to this problem is the formation of a new type of intermediate district. This would make it possible for the schools of a large area (equal to a county in size) to join together in a union or federation of school districts so they may provide on a cooperative basis the broad programs they cannot provide singly.

The average intermediate district would have more than 5,000 pupils. With such numbers, broader educational offerings can be made on an effective and economical basis. There are a number of ways in which the intermediate district could operate to increase educational offerings efficiently:

1. It could make arrangements whereby each of several schools could specialize in its educational offerings and interchange pupils. In such an arrangement, one school could specialize in business education (at least in its advanced phases), another could offer selected vocational-industrial curriculums, for example.

2. It could hire teachers who would travel from school to school to give the special services needed.

3. It could contract with nearby cities or villages or with other intermediate districts for the provision of special types of educational offerings.

4. It could build an area school in which it would provide curriculums and special services that cannot be provided in local schools.

Studies show that about 50 per cent of all boys and girls who enter school drop out before graduation, boys more frequently than girls. Pupils drop out of small schools in greater numbers than from large schools. In very small schools, the rate of drop-out indicated that 70 per cent of boys left without graduating. In general, these drop-outs were among the poorer students. Less than 10 per cent of them were recorded as doing superior school work—more than half were recorded as poor or very poor students. Their average I.Q. was 94 compared to 103, the average for graduates. They entered unskilled and semi-skilled occupations and changed jobs frequently in the first few years. Ultimately they are in the low income groups, and seem destined to be at the bottom of the ladder with respect to their standard of living.

These people would benefit little by either the college entrance programs or by vocational programs that point to the skilled occupations. They need a high school program prepared with recognition of their abilities and interests and the kind of lives they live. Such a program should be centered on:

(1) Home activities with attention to budgeting, maintenance and repair of the home, use and care of home machines, and family relationships; (2) community activities and effective participation in community affairs; (3) effective consumer activities; (4) health and good living habits; (5) leisure-time activities with attention to a possible productive avocation.

SOME rather conservative estimates indicate that families in the low income brackets—if they are able to plan their expenditures wisely, follow good buying practices, make things for the home such as clothes or curtains, maintain and do all but major repairs on the home machinery including the family car, keep a home garden—can increase their standard of living by as much as 50 per cent.

Certain occupational training is needed:

1. Training in unspecialized skills that will not restrict their occupational activities and will permit free lateral movement in industry. Where specific occupational interest is known they should be given training in the skills required by a semi-skilled occupation just prior to the time they enter employment.

2. Development of good work habits and attitudes, that will make them good employee material is needed. This would involve a knowledge of employer-employee relationships, how to participate effectively in labor unions, etc.

3. Supervised work experience is needed, and finally an opportunity for retraining and upgrading that will make it possible for the more capable to advance in industry.

(Continued on page 37)

Guidance *a Cooperative Venture*

New York State Law Provides Services for Small Schools

WHEN Section 21A was added to the New York State Education Law in 1926, its purpose was to enable and stimulate schools to expand educational services, by joint action, which they could not offer individually. Permissive legislation only, this law provides for a vocational education and extension board in any county whose board of supervisors authorizes it. Such a board does not become an educational governing body. It can hire personnel and provide for services, but no school participates in any phase of the program except as the administration of the school decides.

In many ways, Otsego County provides an ideal situation for exploring the possibilities of such a plan. It is sparsely settled and nearly one-third of its labor force is engaged in farming. There are many small villages, no large industries, and the central schools are relatively small although they serve fairly large areas geographically. The range in pupil enrollment is from 200 to 800 with the average somewhat less than 400. There is but one small city in the county which carries on its own program. As might be expected, property valuation in the school districts is not high. This situation results in definite limits within which a school can expand its program independently, and so leads to interest in and need for cooperative efforts.

Although a vocational education and extension board was organized in Otsego County soon after the law was passed, for many years dental hygienist service was the only one provided. In 1941, guidance service was added, with the help of the State Guidance Bureau and the County Children's Aid Society.* Four years later a reading consultant was added to the staff.

All phases of the program are financed from payments by the schools and state. State aid accounts for about 40 per cent of the cost, the schools providing for the remainder. Each school contracts with the board for services, and is charged according to the time each employee gives to each school.

AT PRESENT the guidance program is conducted by a guidance director-counselor and an assistant. The guidance director also acts as general supervisor of the entire program through appointment as executive secretary of the board. A central office in the Administration Building of the State Teachers College at Oneonta is contributed through President Hunt's interest in helping promote any area project which affects pupil welfare. Extensive files of occupational information, school and college catalogs, sample tests and testing materials, and vocational film strips are available for loan to the schools from this office. Daily accessibility to these sources of information is provided through the employment of a half-time secretary.

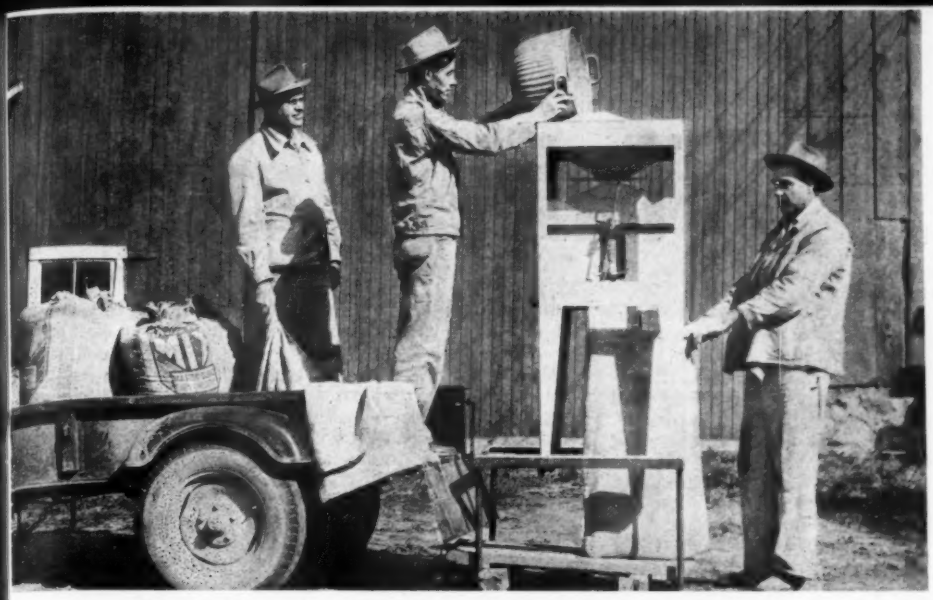
There are 11 schools in the guidance program. Five contract for the services of a counselor one day a week, and the requirements for the other six total four days a week. Since each school is autonomous and each school's program differs, details of the guidance program vary according to the needs and wishes of the administration. Basically, however, uniformity is desirable and overall planning applies to all schools. Personnel record forms, the cumulative record system, a basic testing program, follow up and other statistical studies, guidance units for group conferences, bulletins, career days, and the year's program are planned and carried on in terms of the county unit. At the same time such an activity as a field trip to a school of higher education or to an industry in connection with a guidance project will be done most often on an individual basis. A teacher-counselor is appointed by the school principal to work with the county counselor and act as liaison officer between the county counselor and pupils, faculty, and community. It is his responsibility to carry out recommendations of the counselor (subject to approval by the principal) and to determine what items should appear on the agenda for the next visit, in line with the developments in the school during the week and plans made in conference with the counselor at the time of his previous visit. Thus when the itinerant counselor arrives at a school on the day scheduled for his work there, his day's activities depend upon the plans made during the previous week, the overall program schedule, and the work done by the teacher-counselor during the intervening period. Testing; interviewing; conferences with parents, teachers, and veterans; and group talks are the activities most frequently appearing on the schedule. Total enrollment of the schools is such that the counseling load will approximate 500 pupils.

AS MIGHT be expected, such a program presents certain problems. It is inevitable that the need for the counselor sometimes will arise in one school while his schedule calls for work in another. Also a longer period of time is required for a counselor to become acquainted with a school and community.

The ability, training, and interest of the local teacher-counselor is probably the most important factor in determining the efficiency of the guidance program in the school. While he may have had little formal training in counseling, it is essential that the teacher understand the basic philosophy and objectives of guidance. Given this and the qualities generally ascribed to a good teacher, the local counselor can carry on the liaison function satisfactorily. The assistance of a teacher-counselor who has had the equivalent of a summer session of courses in the guidance field is necessary, however, if a school is to realize near maximum results from the plan.

(Continued on page 35)

KENNETH H. HOTCHKISS
Guidance Director, Otsego County
New York



Wheat and oat seed have been treated on the farms of veterans to improve crops

JAKE L. MEACHUM
Director, Veterans' Institute
Millington, Michigan

Veterans on Farms

Agriculture Teachers Devise Ways To Give the Instruction Needed

MANY individual farm problems are brought to light when gathered at the conference table with veterans who are participating in on-the-farm training in agriculture. Discussions reveal what should be done; the ever-present obstacle is how to do it.

Effective September 1, 1947, Public Law 377, 80th Congress, provided a basis for outlining related instructional training of veterans pursuing on-the-farm training. This instructional program consists of classroom discussion and individual instruction on the farm.

Teachers in this program realize there is need for equipping the school vocational agriculture departments to meet the expanded instructional program. The equipment necessary to enrich the instructional program varies with the type of community being served. In the Millington, Michigan, area, this is dairy and grain production.

One class wanted to increase the yield of certain grain crops by treating seed to control diseases. The problem was the outgrowth of experiences and observations of veterans and the instructor. A seed treater was needed to apply "New Improved Ceresan" to the grain. There were two alternatives: construct one in the vocational shop or purchase a machine manufactured by a commercial concern.

The class elected to purchase the machine because of the limited time for treating oats for spring planting. Each class member signified the desirable time to treat his seed and the instructor took the treater in his car trailer to the farms and assisted with the operation.

In the spring of 1947 there were 18 farms served and a total of 930 bushels of oats treated. The smut control was reported as favorable and the data was presented in class discussions. In the fall of 1947 more than 1052 bushels of wheat were treated.

Veterans in a class in dairying were greatly interested in controlling flies in dairy barns. Questions were raised as to the various degrees of concentration of DDT needed, as well as associated factors that limit the effectiveness of the application. In arranging to meet the instructional challenge, a wheelbarrow was constructed in the vocational farm shop and a commercial pump was purchased and installed in a discarded oil drum procured at the local gas station. The total cost was approximately $45, and it served very well for the experimental procedure.

During the past summer 43 barns were sprayed. DDT was used in varying degrees of concentration. Recorded observations revealed that feed rooms and calf rooms often were adjacent to the stanchion area without a partitioned wall or door. Some had been recently whitewashed but others were hung with cobwebs. Tabulations of the records revealed very interesting conclusions which were interpreted in class.

In dairying classes the farm practices similar in function to those in the Dairy Herd Improvement Associations are carried out. Once each month the veteran takes milk sample bottles to his home and gathers samples from two milking periods. In some cases, the trainees have used the milk scales of the Veterans' Institute to weigh the milk of each cow. Most veterans have their own scales and keep a dairy milk record of their cows. For convenience and accuracy, it is feasible to have the veterans come to the laboratory in the vocational building to do the testing.

Records of cows were tabulated on special forms when farms are visited by instructors. These records show butter fat test, butter fat production, amount of milk produced, feed costs, breeding records, and incomes. The non-profit cows soon find their way to the livestock sales. It is interesting to observe the concern of all members of the family in the production records.

While visiting individual farms during the summer months, the instructors often were asked to identify

(Continued on page 41)

Take time to s

Have you ever mapped—with pins and thread, or with pencil on paper—the daily "chore route" of your farm or ranch? Have you figured how much back-tracking you do, how many unnecessary extra steps you walk in a day? Have you taken time to save time, and steps, and labor?

A number of agricultural colleges and experiment stations have made practical work studies on farms and ranches, with some astounding results. For example, one dairy farmer (who thought himself pretty efficient) adopted improved machine milking techniques. He rearranged his barn to save steps and time in feeding and watering. He saved himself two miles of walking per day, cut his daily chore time by two hours and five minutes. That's *730 miles of walking and 760 hours of work in a year.* In making the changes, he spent less than $50.

Indiana tells of farmers who, by planning their work, are raising hogs with one quarter their former hours of labor . . . There's a report of men making hay in 90 man-minutes per ton; while others using similar equipment—but older, harder ways of working—spend twice that time . . . There are scores of other examples.

Perhaps you cannot make such great savings in your operations. Maybe you can make more. It's certainly worth looking into, for even *little* savings are important. Five steps saved a day makes a mile in a year. Five minutes a day gives you three extra days a year.

There's no master plan to fit every farm and ranch, because no two are exactly the same. You have to work out your *own* plan of improvement. But the time it takes may well be the most profitable time you've ever spent.

A four-step scheme is suggested. *First,* consider each job or chore separately. Break it down into its parts. Check each part with a watch or tape measure and see if steps or time can be saved. *Second,* compare your work methods with those of your neighbors. *Third,* examine and check the details of your work methods. *Fourth,* develop and apply the new method. In a nutshell, "Plan your work and work your plan."

Time studies and job analysis have helped Swift & Company increase efficiency and make important savings. That's why we so confidently suggest similar studies in your operations. One excellent bulletin on the subject is Number 307, published by Purdue University, Lafayette, Indiana. It's interesting reading and well worth writing for. Your county agent, or state agricultural college can tell of other bulletins on the same subject.

The American Way

In the livestock-meat industry, as in all American business, profit provides the basic incentive for work, enterprise and action. Profit *makes the mare go* for livestock producers, meat packers and retailers. Too little profit by one section creates an unbalance in the industry. If one part of the livestock-meat industry suffers continued loss, all of us are hurt in the long run.

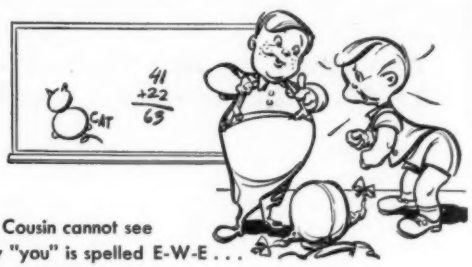
However, a margin of profit fair to one section of the livestock-meat industry might be quite unfair to another. For instance, we at Swift & Company know perfectly well that both livestock producers and retailers require a higher margin of profit, because of their relatively small volume. On the other hand, nationwide meat packers must build up a tremendous volume of sales to make up for a very small margin of profit per unit—a margin that has been consistently lower than that earned by any other manufacturing industry in America.

Over a period of years, Swift & Company has earned, on the average, less than two cents on each dollar of sales (a fraction of a cent per pound of product handled). Over the same period, the average amount returned to producers for agricultural raw materials, including livestock, wool and hides, has been 75 cents out of each dollar we received. This is not a profit. Out of this 75 cents producers must pay the cost of production.

Whether livestock prices are high or low or whether meat is high-priced or inexpensive—Swift & Company can earn a reasonable profit only by adding together many tiny savings on a large volume of business.

Vice-President, Swift & Company

OUR CITY COUSIN



City Cousin cannot see
Why "you" is spelled E-W-E . . .
Neither can we!

A. J. Dyer

To Make More Beef Per Acre

by **A. J. Dyer**
University of Missouri, College of Agriculture

Tests reveal that land devoted to small grain-Lespedeza pasture produces about 200 pounds of beef per acre. Land in this area planted to grain will average only about 15 bushels of wheat per acre or from 25 to 30 bushels of corn. Even at present grain prices, the return per acre obtained from pasturing beef cattle is considerably greater than it would be from grain. In addition, pasturing cuts labor costs and builds up soil fertility, the report states.

Fat steers weighing 1140 pounds have been produced with less than 10 bushels of corn or other grain in three separate tests conducted by the Missouri Experiment Station. These feeding trials have been conducted over the past nine years and in each instance results have been much the same.

Feeding tests began with 400-pound feeder calves. They were marketed at two years of age. About 60% of the gain was made on good, small grain-Lespedeza pasture, 20% on winter roughages and the final 20% on dry-lot grain feeding for 28 days prior to marketing. The three main factors for successful feeding under this system are: (1) well-bred cattle; (2) an abundant supply of good winter roughage; (3) plenty of good pasture in summer.

Compared with the customary full-feeding method of beef production, it is estimated that about 65 bushels of grain per head is saved by the Missouri system.

Swift & Company UNION STOCK YARDS CHICAGO 9, ILLINOIS

save time

Controlling Roundworm in Sheep

by **Walter Armer**
University of Arizona

Walter Armer

The control of roundworm on sheep ranches has been successfully tested by Dr. W. J. Pistor, University of Arizona Animal Pathologist. It consists of feeding a mixture of 1 part phenothiazine with 9 parts of ordinary granular salt. Roundworm, a serious plague, especially to sheep grazed on irrigated pastures, can be checked by phenothiazine and salt. Of course, it is not a cure-all. Badly infected sheep may still have to be drenched. But feeding the mixture throughout the pasture period will prevent the worm population from reaching the dangerous level in the majority of cases.

Phenothiazine, alone, is but one of a number of drugs known to aid in controlling roundworm in livestock. But during World War II, animal husbandmen discovered its effectiveness was greatly heightened when used with salt and fed throughout the pasture season.

Experiments begun in 1943 with sheep grazing on irrigated pastures in Arizona proved the remarkable value of the new mixture. It resulted in cutting down loss of sheep and in marketing lambs in better condition. Today a high percentage of sheep on Arizona farm lands receive the 1-9 phenothiazine and salt mixture.

This new treatment is economical as well as effective. It practically eliminates the necessity of drenching each animal individually to control roundworms—a costly and possibly dangerous practice.

Soda Bill Sez:

. . . the man with a dull hoe is wasting nobody's time but his own.

Martha Logan's Recipe for
HAM LOAF

(Yield: One 8¼ x 4¼ x 2¾ inch loaf)

- ⅔ pound ground ham
- 1⅓ pound ground fresh pork
- 2 eggs
- 1 cup dry bread crumbs
- 1 teaspoon salt
- ¼ teaspoon pepper
- 1 cup milk
- ⅓ cup brown sugar
- 1 tablespoon dry mustard
- 2 tablespoons vinegar

Beat eggs. Combine meats, eggs, crumbs, salt, pepper, and milk. Mix thoroughly. Form into loaf in 8¼ x 4¼ x 2¾ inch loaf pan. Combine sugar, mustard, and vinegar. Spread over meat. Bake in a moderate oven (350° F.) 1 hour, or until meat has reached an internal temperature of 185° F.

Track Down the Facts

A great family "man" is *Fiber Zibethicus*, better known to American farmers as the muskrat. He raises his many offspring in marshes, and about streams, lakes and ponds. Muskrat tracks are easily recognized by the drag of his knifelike tail, which shows up well in soft mud.

The muskrat-trapper works hard to make a living out of muskrat skins, and generally his efforts are rewarded. But there is one fact about his business that he tracked down long ago. He knows the price he can get for muskrat skins depends on the popular demand for finished pelts.

In the business of processing livestock into meat for people's use, we at Swift & Company have to keep track of the demand for meat everywhere in the nation. We must know, too, the weights and grades of cuts preferred by housewives. Experience has taught us that the price the producers receive for their livestock is governed by what the meat packer can get for the meat and by-products.

• • NUTRITION IS OUR BUSINESS — AND YOURS • •
Right Eating Adds Life to Your Years — and Years to Your Life

An Idea That Paid Dividends

ARNOLD A. ZOPF
Supervisor, Distributive Education, St. Louis, Missouri

Arnold A. Zopf

FOR the past 10 years the St. Louis Board of Education has been sponsoring evening real estate classes at Soldan High School in the west part of the city. About a year ago it was decided that since hundreds of people in St. Louis were selling real estate, many of these part-time and full-time salesmen would be interested in learning more about real estate appraisal and real estate law. The downtown public library was secured as a meeting place. It is within walking distance of the downtown shopping area and also what is known as "real estate row" where 25 or 30 real estate offices are located.

Moving the real estate classes to this location really paid dividends. Instead of the usual 40 or 45 part-time and full-time real estate salesmen who generally enrolled for the appraisal course, and the 60 or 65 who enrolled for real estate law, last year 150 enrolled for the appraisal class and 200 for the law class. Each meets two hours once a week for eight weeks.

The same instructors were employed. Henry C. Burnham, vice president of the Metropolitan St. Louis Co. gave five lectures on "Fundamentals of Appraisal" and five on "Principles and Practices of Real Estate" last fall. McCune Gill, vice-president of the Title Insurance Corporation of St. Louis gave five on "Estates in Real Property" and five on "Real Estate Titles and Conveyances." Mr. Gill is considered the outstanding lecturer on real estate law in St. Louis, and Mr. Burnham is an authority in real estate practices and fundamentals. Both are outstanding teachers, and both taught at Seldon Evening School before the real estate classes were moved to the downtown public library.

This past fall the enrollment in the two classes exceeded the previous enrollment of 350 by 10 students. Some extra work was done in publicizing the course but the change in location was the important factor in increasing enrollment.

California Expands Program

W. M. KENEALY
Supervisor, Distributive Education
California State Department of Education

OFFICIALS of the Sears Foundation and the San Diego, California, city schools last fall dedicated a model store unit for the cooperative part-time class at the San Diego Vocational School. This is the fourth model store unit given by the Sears Foundation to California schools to assist cooperative part-time students of merchandising.

A new field program is being conducted in Southern California by members of the State Department of Education staff and prominent sales authorities in the state. Titled, "Sales Institute," it has covered such subjects as sales problems of the past year, personality in salesmanship, fundamental sales techniques, and use of psychology in salesmanship. Lectures, demonstrations, class discussions, and visual aids are employed in carrying on the work.

In San Bernardino, Clarence C. Shively, formerly coordinator of distributive education in Billings, Mont., has a cooperative part-time class in operation at San Bernardino Valley Union College, and an evening and part-time program.

The Long Beach program includes five cooperative part-time classes. Post high school students are enrolled in interior decoration, fashion merchandising, retail merchandising, insurance indemnity, insurance office receptionist training. This is a rapidly expanding program under the direction of Keith F. James.

Manufacturer's Information

RUTH JONES
Teacher-Coordinator
Mayfield High School, Kentucky

A COLLECTION of manufacturer's information should be made on the basis of actual needs, or a heterogeneous accumulation will result.

In starting, it is well to collect material for a particular type of merchandise and map a complete program for obtaining it, filing it, and using it.

Retailers often can furnish names and addresses of trade groups, journals, or manufacturers which have good material. Furnishing this information is a step toward increasing their interest in the school and its training program.

In writing to such sources, explain the purpose of distributive education and the use to which the material is to be put.

A letter ordering Mohawk's Color Selector and Color Guide brought an excellent rug manual, a group of color cuts, and 15 bound rug samples, 8"x8". (This was before the war.) Another letter to the Carnation Milk Co. brought a 33-lesson course, "Food Store Selling," a nice complement to the grocery course. A complete set of sample books from Montgomery Ward & Co. or Sears Roebuck, together with their catalogs, should be in every collection.

Keeping merchandise information up to date is simple and enjoyable. It is important to know what manufacturers are telling the public and their claims, both direct and implied, in their advertising. Some booklets and special information may not be announced elsewhere. Each student should be trained to look for such information and to study advertising aimed at his section of the buying public. For example, a boy learning the grocery business should be acquainted with McCalls, Good Housekeeping, the Ladies Home Journal, etc., as well as the trade magazines. Scrap books can be made and controlled class discussion will be valuable.

Frequently the home economics department cooperates in obtaining such materials. A better collection and wider use results. The home economics department is automatically sent much manufacturer's material.

A regular filing cabinet of letter size, heavy index cards, and heavy folders will keep material in place and easily found. Bookcases will take care of items too large for filing cabinets.

Wahpeton Has New Shop Arrangement

G. W. HAVERTY

Director of Trade School and Engineering, North Dakota State School of Science, Wahpeton, North Dakota

NORTH Dakota State School of Science adopted a new idea in shop arrangement as an experiment this fall. It has proved very popular with students and instructors, and several similar installations are to be made in the school.

The shop in which the innovation was tried out is 75 feet long, 28 feet wide. It can accommodate two sections, with an instructor in charge of each group. In the accompanying picture, one section is a group of first year electrical trade students who spend half of each day in the shop working on electrical motor repair and maintenance. The other is a section of second year students from the refrigeration department who are receiving training on servicing electric motors.

GIs and "regular" students are not segregated at this school, since they are about the same age. Nearly all students in the centralized trade school complete high school work before enrolling. The greater percentage of men in the picture shown here are veterans.

A great deal of storage space is available with this type of shop arrangement. Each student has a bin on the outside (top half) where he can keep small shop equipment that he uses in his daily work. On the inside (bottom half) there is storage space for use of instructors for storing student work. Considerable additional storage is available in the center section for the instructor's use. Here such items as instruments, small tools, and supplies can be kept.

One instructor who has used the new installation made this statement:

"This system is proving more efficient than the old system of benches around the entire outside of the shop. We kept some benches along the windows for special types of jobs, especially the larger jobs. The style of bench pictured is proving more efficient. We get a better view of what each student is doing while at work. As we observe student work, we don't bother the lad who is getting along all right, but go to the next one who needs help. The arrangement saves steps and saves time; and there is storage for students' work when they leave the shop and the next section reports. We like it."

This group of instructors finds U-shaped bench more efficient

New and Timely

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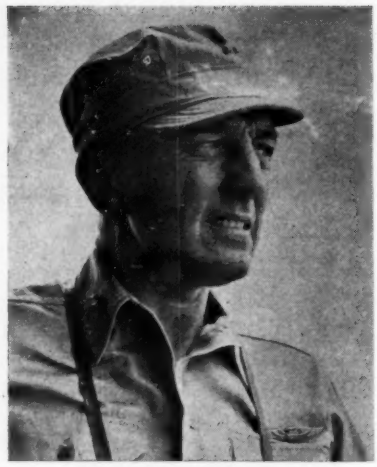


Rear Admiral Sprague

The Navy's OPEN DOORS

REAR ADMIRAL THOMAS L. SPRAGUE
Chief of Naval Personnel, U.S.N.
Washington, D. C.

A LARGE percentage of American youth have no idea where they are headed vocationally. This is true for many who are attending high school and for many who, unfortunately, have dropped out. The United States Navy has a significant contribution to make to these young men. It opens vocational doors not readily available in civilian life. Once they join the Navy a vast number of vocational opportunities are open to them. The Navy offers training to every man commensurate with his background, ability, aptitude, and interest.

Representatives of both vocational and general education seem to agree that the secondary schools are effectively training about 20 per cent of their students for college, and another 20 per cent for entrance into the skilled occupations field. They seem to agree, too, that the remaining 60 per cent are vocationally adrift. Attempts to rectify the situation are making progress, but rapid or revolutionary progress is impossible. From this 60 per cent, and to a lesser extent from the two 20 per cent groups, the Navy will draw a large number of recruits in the immediate future.

In the meantime great emphasis still is being placed on the "white collar myth." Educators themselves recognize the difficulties in giving proper preparation to those young men who are destined for the numerous occupations which do not require long periods of specific preliminary training. Most of these students drift through high school or drop out without any clear goals and without suitable guidance to direct them to the future for which they are headed. This is by no means all bad; education even on a hit-and-miss basis is good.

Only about half the boys who begin high school remain to graduate. Only about 20 per cent of those who finish go on to colleges or technical schools. The Navy, of course, is interested in all competent young men with sound physical, mental, and moral qualities. However, the Navy does not want them to leave school prematurely and it definitely wants them to finish high school or vocational school if possible and get as much additional education as they can.

The Navy offers excellent vocational-career opportunities to young men even if they lack adequate educational backgrounds, but, obviously, the man himself as well as the Service will benefit by sound preparation preceding enlistment. In a scientific and industrial society most of America's youth will serve themselves well by obtaining an adequate background in mathematics, physical sciences, and vocational subjects, whether they ultimately join the Navy or remain in civilian life. Especially is this true for the 60 per cent who as students are vocationally undecided. The exploratory and general values of such courses are beneficial, but nothing in this statement should be interpreted to preclude the values of other subjects taught in school. In other words, the Navy believes that preparation for its service is also valuable as preparation for civilian careers. It is therefore anxious that the schools do what they can to accentuate the training of prospective Naval personnel while they still are in school.

There are two and one-half million young men between the ages of 16 and 19 who have dropped out of school. In addition, there are about three million young men now enrolled in secondary and vocational schools of the country. These are the age groups from which most of the Navy's recruits are drawn. Unfortunately, most of these men have dropped out or are continuing in school without learning of the fine opportunities for many of them in the Naval service.

The Navy has instructed its Recruiters to avoid proselyting of students who can possibly remain in school and only to talk to seniors within the schools about enlisting *after* graduation, except on invitation of the school authorities. This policy has been established in consultation with leading educators representing both the vocational and general groups. The Navy hopes that this will be paralleled within the school by vocational guidance programs which will enable the student to learn the occupational career opportunities in the Navy as he learns other occupational information in school. It appears to be a fair assumption that no guidance program should fail to point out these opportunities, both to those remaining in school and to those dropping out short of graduation.

Vocational instructors and counselors can help keep America strong through voluntary enlistments, by presenting factual information to their students about the Navy. With this thought in mind, kits of material are being sent to the high schools and vocational schools of the country to assist in the implementation of this program. Additional copies of most of the items of the kit may be obtained by writing to the nearest Navy Recruiting Station. Many schools conduct Career Days, vocational institutes, or other conferences to inform their students about various occupations and professions. The Navy would like invitations to contribute to such enterprises.

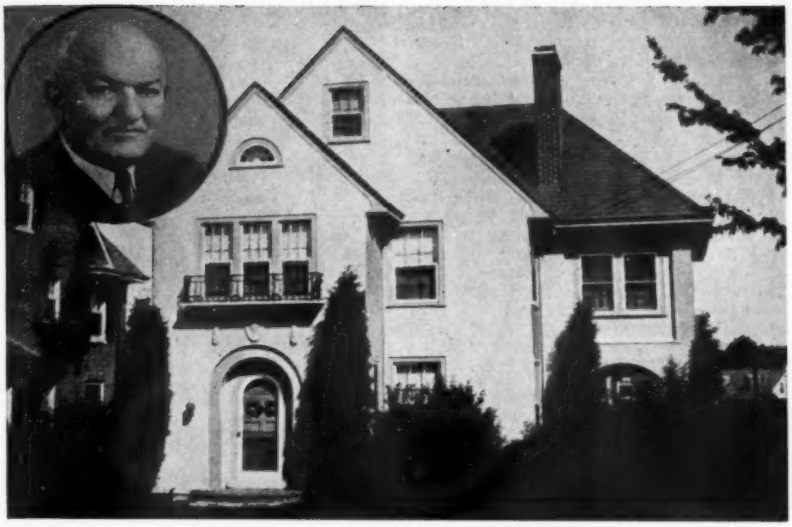
Operating afloat, ashore, under the sea, and in the air, the Navy is a great specialized organization which demands technically trained men for its operation. Training is available in 80 skilled trades and their subdivisions. To these should be added the facilities for USAFI courses, college or vocational school extension work. and self-study. It should be remembered, of course, that many young men do not want to study difficult subjects. There is a place for them, too, in the less technical branches.

In addition to the training program, a prospective recruit should consider such benefits as good pay, security, retirement annuities, free food, clothing, quarters, medical care, world travel, adventure, and an interesting life. Experience in the Navy enables a man to broaden his horizons and develop a maturity and judgment which will be helpful to him in the future regardless of what he may do.

Vocational educators particularly will be interested in the Navy's peacetime training program which has been streamlined throughout to take advantage of the lessons learned during the war. The Navy is proud of its war-training record, but with the easing up of wartime pressure it is now able to give more careful attention to personnel classifications and relationships. This is not a hit-and-miss process, but a full-scale Navy operation which is getting results for individuals as well as for the Navy as a whole. It is geared to contribute to the welfare and economic efficiency of the individual whether he remains in the Navy or returns to civil life.

It is sincerely hoped that the vocational schools and high schools of America will add to the assistance they have given in the past in the counseling, training, and selection of young men who can benefit by the Naval Service.

A Message From A Retiring Person



Dr. J. C. Wright and his home at the Maryland-District line

From the Editor-in-Chief. This is the second of a series of articles the purpose of which is to keep us informed concerning and in touch with some of our time-tested leaders in vocational and industrial arts education who have retired from certain positions of responsibility. Our regard for these men leads to a genuine desire to know what they are doing and to see them when opportunity permits.

Dear Friends:

On the day that I retired from my position as assistant U.S. commissioner for vocational education, Dr. John W. Studebaker, commissioner, presented me with a copy of Walter B. Pitkin's new book on "The Best Years or How to Enjoy Retirement." On the fly leaf these words were inscribed:

"To Dr. J. C. Wright, a retiring person, with best wishes, J. W. Studebaker."

From Pitkin's new book I learned that the first half of our lives is soon forgotten. During those years we are busily engaged in doing all those things we have to do in order to have economic security during the second half. In the second half we should not be bothered by problems of economic security for we will be too busily engaged in doing all those things we want to do—things that we have always longed to do in our own way, without interruption and forgetful of time, place, and working schedules.

My perusal of Pitkin's book also caused me to recall the words of Robert Browning addressed to all "retiring persons."

"Grow old along with me;
The best is yet to be.
The last of life for which the
first was made:
Our times are in His Hand
Who saith, ' A whole I planned,'
Youth shows but half; trust God;
see all, nor be afraid."

This open letter to all our friends was written at the request of Dr. L. H. Dennis, executive secretary of the American Vocational Association, and in it I am to tell you about my activities during the calendar year 1947.

First of all let me say I have not really retired. I have only changed from a full-time job to other activities on a part-time schedule. Only in retirement do we have freedom of choice as to when, where, and for whom we work. The following are the major part-time activities in which I have been engaged during 1947:

Survey of 16 Years of Progress in Puerto Rico: Early in January I left Washington by plane for the balmy sunshine of Puerto Rico where as an employee of the Insular Government I directed a study of "Sixteen Years of Progress in Vocational Education." Mr. Hawkins representing the U. S. Office of Education joined with me in making the study. We returned to Washington about the middle of March.

Touring the Mid-West by Auto: In early April, Mrs. Wright and I left our Chevy Chase home for a 5-week tour of the Middle West. We planned to visit friends, relatives, and landmarks of special interest such as birthplaces, the town of Gypsum, Kansas, where we married, and Belleville, Kansas, where we set up housekeeping 45 years ago.

We stopped en route to spend a night with the Linke's at their home in Columbus, Indiana. We were treated to a display of the results of certain avocational aptitudes and skills we never knew John Linke possessed even though we had been associated with him in vocational education for many years before he, too, became a "retiring person" six or seven years ago. He is an archer, a maker of bows and arrows, a skilled sculptor in wood, an artist and a poet. He has grown younger in retirement.

We visited Mrs. Perry Reeves and her daughter Lucille at their beautiful Indiana farm home 50 miles west of Indianapolis, and our son Dale and family in Peoria, Illinois. We renewed our acquanitance with old friends in Kansas City—our home before coming to Washington. We spent two weeks in Kansas at Overbrook, the last home of my parents; at Winfield, Wichita, Gymsum, and Belleville. Many of my former pupils in one-room country schools and in high schools in Belleville are now grey-haired grandparents and substantial farmers or professional men and women.

In Kansas City I had taught William Powell, the movie star, his work in physics and managed him on our debating team.

On our way East I attended a three-day conference called by the U. S. Office of Education in Chicago May 8-10, to discuss the Prosser Resolution concerning a "Life Adjustment Program of Education for Youth."

Teaching in Summer Schools: Early in June we began our summer school teaching. Our first appointment was at Clemson College in South Carolina where we were given a class in industrial education. Our associations with Prof. Booker, Dean Washington, and their families were full of genuine Southern hospitality. We left Clemson at noon Friday, June 25, by auto with the author at the wheel and his wife as navigator. After driving 730 miles almost due north, with a 24-hour stopover at our home in Chevy Chase to set out some lilies and pick up a new supply of clean laundry, we arrived at Pennsylvania State College Sunday evening in time to take over a class in industrial education on Monday morning.

Again our "star was pointed north." At the end of a 3-week program at Penn State where we enjoyed the well-known hospitality of Dr. and Mrs. Land, Dean Trabue, and their colleagues on the faculty, as well as life at Nittany Lion Inn, we moved on northward to Cornell University in the Lake Region of New York state.

At Cornell this retiring person taught two courses in the New York State School of Industrial and Labor Relations for three weeks. We were invited there by Dr. Beach, professor of industrial education. Living at the Willard Straight Hall with frequent drives around the campus and the adjacent lakes together with an opportunity to associate with old friends such as Dr. Emerson, A. K. Getman, Frank Moore, Gene Fink, and many others who seemed to have just happened in, was exactly what the doctor ordered for this retiring person.

Exploring the Historical Eastern Shore: For many years John Seidel, state director of Maryland, has been trying to sell us the idea of spending some time on the eastern shores of that historical state. After returning from Cornell in the middle of August, we decided to get acquainted with the neighbors once more and then to follow John Seidel's advice and visit the nearby part of the country where we had never been before. In the middle of September we left Washington in the midst of a heavy rainstorm and headed east by south through Annapolis, across Chesapeake Bay by ferry and on Southward down the Mar-Va Peninsula to Whispering Pines and Cape Charles; then northward to Wachapreague, Chincoteague Island, Ocean City, Bethany Beach, Rehoboth Beach, returning homeward by Dover, the only state capital I had never visited in my official travels.

Promoting Cultural Relations With Latin America: It seems that we are getting to be "fiddle footed" for after another three or four weeks at home we left again for Pennsylvania State College to teach a course on the administration of vocational education and another on shop organization and managemet to a group of Brazilian state directors of industrial education who are in the U. S. as a part of our program in promoting cultural relations with Latin American countries.

Getting Acquainted with Our Home and Neighbors: By November first we were again "at home" to our friends and neighbors. We live in Chevy Chase Village. Our house is on Western Ave. which bounds the District of Columbia on the Northwest side. Chevy Chase is the name of an original grant of land — patented many years before the District of Columbia was surveyed by direction of President Washington so as to include a part of Chevy Chase land in the District and leave a good sized part in what is now Montgomery County, Maryland.

Our house is in Maryland but the District line runs through the middle of our front yard. We live in Maryland but we mow a bit of grass on both sides of the line. Some of our friends from out of town called on us this year. Among them were "Steve" Patrick and his wife "Glad" who came up from Maine to return our call on them during the previous autumn. We also were favored with visits by Miss Zoe Greacen, for 22 years my secretary in the U. S. Office of Education, by Mr. LeZotte of Rio de Janeiro, with the Institute of Cultural Relations and formerly Insular Director in Puerto Rico, and Dr. and Mrs. S. Lewis Land and their daughter Joan of Pennsylvania State College, by Mrs. Ben Williams, wife of the superintendent of schools in the Canal Zone, and by our old time friend, C. M. Miller of Kansas. But there should have been many more and so we invite you all to come and see us—the latch string is out.

Commission on Life Adjustment Education for Youth: Even a retiring person likes to be remembered and to feel that long years of experience are lodestones which pull him back occasionally into the program in which he gave more than 50 years of service to education. For this and other reasons we were delighted to accept an appointment by Dr. Studebaker as the representative of the AVA on the Commission on Life Adjustment Education for Youth. This commission held its first session December 1-3. It consists of nine members and is expected to carry on for a period of three years or more. We feel honored on being nominated by (past) President Fallgatter for membership on this important commission and we also feel honored by having previously been appointed by (past) President Greiber as chairman of the committee on the contribution which vocational education and industrial arts can make to a life adjustment education program for youth.

History of Vocational Education: As a form of "home work" Dr. Prosser, Mr. Hawkins, and I have been working for some time on a "History of Vocational Education." This is a time-consuming job and I do not know when it will be finished.

The Los Angeles Convention: To complete the calendar for 1947 this retiring person left at the close of the commission's session to attend the 41st annual convention of the American Vocational Association in Los Angeles. He first attended the 8th annual convention at Richmond, Va., in 1914. He has attended all subsequent conventions but two. He holds life membership No. 3, issued by Paul Chapman, president, and Z. M. Smith, secretary, on October 18, 1929.

Returning to Washington on December 24, we spent Christmas at home and be ready for a Happy New Year—our greetings to all of you. We do not invite your sympathy in our retirement; we believe a feeling of envy would be more appropriate.

Most sincerely yours,

J. C. Wright
5624 Western Avenue
Chevy Chase 15, Maryland

New York County Expands Its Program

HELEN WANAMAKER
Counselor-Coordinator, Vocational Education and Extension Board Rockland County, N. Y.

IN 1944 a modest booklet entitled, "United for Education in Rockland County" made its appearance. Last year a second edition of the publication came off the press.

In the preface of the 1944 edition it was announced that the booklet was one of a series dealing with vocational education in this area, near New City, New York.

Rockland County was the first in the state to take advantage of Article 21A of the New York State Education Law and its progress has been of particular interest to those in the field of counseling and vocational education.

Dr. Robert Hoppock of New York University studied the work in Rockland when he was field secretary of the national vocational guidance association. *Occupations* magazine devoted practically an entire issue to a survey of the work in the county made by Leonard Miller, who at that time (1936) was director of Guidance for the county.

Garrett Nyweide, director of the Vocational Educational and Extension Board, outlined the county program with charts and an explanation of the services in operation in several schools in the county, in the first edition. Plans were tentative for the country was at war and much of the training was then being given under the War Production Worker program.

The program outlined in 1944 was eminently practical, as evidenced by developments since then, for most of it has been carried far beyond the original. plan. For example, while the guidance of the returning soldier had been a part of the planned program, this phase developed so rapidly that a special veterans counselor had to be engaged. Later, by arrangement with the Veterans Administration, the Board became the accredited agency for Rockland veteran counseling and testing in its area, and the vocational testing of both in-school and adults expanded beyond expectations.

The vocational training program originally outlined has been adopted and supervisors of vocational education added to the staff. Surveys were made by counselors of both the needs of industry and the vocational interests of high school students. Training courses were prepared for the retraining of veterans and out-of-school youth, as well as for the preparation of high school students.

Last year's booklet is well illustrated with photographs of courses in operation. Course descriptions, included with the pictures, outline the entire four-year high school course for a student interested in each vocation. Provisions are made for students of widely differing ability. Vocational outlets are suggested, making the book valuable to students. Financial diagrams make it of interest to administrators.

The successful launching of the program is credited to Director Nyweide and to the foresight and cooperation of the administrators of the boards of education of the cooperating schools and to the interest and encouragement given by industrial leaders in the county.

Many problems remain to be faced; many difficulties and obstacles are to be overcome. A comparison of the situation in 1944 with that in 1947 indicates that in Rockland County the people are "United for Education" and that where they are so united a successful program of education can be planned and directed.

Using the MISSOURI PLAN

Springfield, Mo., has distributive program

Distributive Education Program In Springfield Is Successful

Cooperative student in retail shoe business

SPRINGFIELD, Missouri—high in the Ozarks—does not select students who take distributive education. A week before school starts an announcement is printed of registration dates. Some students already have jobs in learning situations; for others, learning jobs are found.

There always are some "problem cases." Through reading and counseling, the mal-adjusted are helped to become well-adjusted workers and self respect is developed through doing a good job, earning money, and receiving praise from employers and teachers.

Written agreements are entered into with employers. Coordinators make frequent, short visits, and cooperate fully. If an employer is invoicing, and needs the students for a full day, the time is arranged and classwork made up later. Sometimes two students work at the same job, when a full-time worker is required by a merchant.

A library of 1,000 books on distributive education is maintained, and there are more than 3,000 guidance books and pamphlets available to all students at all times. Current magazines such as *Men's Wear, Display World, Chain Store Age, Progressive Worker,* etc. are available.

Students pay a fee of $2 and the school board allows $2 per pupil to finance the program.

The Missouri Department of Vocational Education General Related Study Guide for Diversified Occupations is followed, and the material used in such a way as to take the place of civics in the senior year. One day a week current world problems are studied.

A brief outline of the table of contents of the General Related Study Guide shows the topics included:

Section I: Work Experience and Vocational Training—The cooperative occupations program; student records and reports; reference material for students; the conference period; analyzing your occupation.

Section II: The Young Worker and School—Your personal qualifications; choosing your life's work; progress in school; etiquette and manners.

Section III: The Young Worker and His Job—How to get a job; how to progress on the job; business ethics; health and safety.

Section IV: The Young Worker and His Government — Social security; Federal and state labor laws; labor organizations.

Section V: The Young Worker and His Economic Problems — Managing and planning an income; solving your tax problems; the question of insurance.

In following the Missouri Plan, an analysis is made of an occupation to be studied and the analysis is broken down into two parts, that which indicates knowledge and skill to be learned on the job, and the related information to be obtained through texts, pamphlets, or counseling in school. A series of assignment sheets is made out covering the student's class work, the first part consisting of a statement of purpose, the second telling the student what to do and read, the third a list of books with pages indicated for specific information, and the fourth a test.

The objective type of questions is used, true and false, completion, and listing. Answer sheets are prepared, keyed to the text. In the outline on grocery work there are 36 assignment sheets, the first 17 dealing with jobs common to all retailers, and last 19 dealing with the specific problems of grocers.

This specific plan of study is well-liked by students, and teachers enjoy working with it. Employees say the school is "on the beam" in its vocational teaching and there is a definite interest on the part of all enrolled in the distributive education program. Surveys show that a large percent of the students remain in the work which they learned in school or in some related occupation. Employers have a sincere desire to help high school students get started, and the training agreement makes them feel that they are an important part of the school's program of distributive education.

One of the helpful—and sometimes amusing—segments of class work is the "bull sessions" in which such subjects are discussed as how to ask the boss for a raise, "gold-bricking" relatives on the job, the wife who "snitches" from the cash register which trainees use, whether to join a union, and how to know whether one has "B.O."

There are no girls in the classes discussed in this article. Because the boys do not have an opportunity to participate in school athletic team activities, they go to the gymnasium once every two weeks to play basketball. Occasionally the vocational agriculture students' team offers competition. Every spring there is a hayride party. No club has been formed because in this school (2,200 in the senior high school) there has been a policy against setting one group apart from the rest of the student body.

Two weeks before the Christmas rush season starts classes are organized for those who will work at retailing jobs during the holidays. There always are a number of boys and girls who have not worked before, and employers have found them efficient and intelligent.

Evening school classes include instruction in show card writing, window trimming and store display, salesmanship, and advertising. Each class continues for eight weeks, and distributive education students attend these classes as well as the employed adults.

The teacher training problem is solved by employing people who are teachers by profession.

The program in Springfield was started in 1934 by J. D. Hull who recently accepted an appointment with the U. S. Office of Education in Washington. It was then called "Personnel Problems," and only boys were enrolled. The school continues to enroll boys and girls in separate classes and ordinarily employs four coordinators, two women and two men. Three teach diversified occupations and one distributive education. This year there are 320 students in the program.

Not long ago a man visited the Registrar's office with a young boy and explained that he wanted to enroll him in "Personnel Problems." "It was the best course in high school when I attended," he said. The boy, of course, was enrolled in distributive education.

RALPH HARRISON

Coordinator, Distributive Education
Springfield, Missouri

Kansas Honors Vocational Educators

HELEN ANKENY
Kansas State Board for Vocational Education Topeka, Kansas

HIGHLIGHTING the annual Kansas Vocational Education Association luncheon, November 7, in Wichita, was the presentation of leather-bound volumes of letters of congratulation and commendation to C. M. Miller, Topeka, director of vocational education in Kansas, and L. B. Pollom, state supervisor of vocational agricultural education in Kansas, both of whom have completed 25 years of service in vocational education in the "sunflower state."

The volumes were presented by R. L. Welton Tonganoxie, president of the Kansas Vocational Association.

Both Mr. Miller and Mr. Pollom have "grown up" with vocational education in Kansas. Mr. Miller said: "The State Board for Education appointed me a little more than 25 years ago to fill the job as state director until they could find someone for the job. They just haven't done that yet."

Mr. Miller was the entire vocational staff at that time. There were no supervisors for any service. The office equipment consisted of one dollar file, and Mr. Miller is said to have carried the equipment and records home with him every night, for there wasn't any office. When appointed he was assigned to a chair at a table.

Mr. Miller was officially appointed director of vocational education June 24, 1922. He has served as president of the National Association of State Directors, and as both president and executive secretary of the American Vocational Association.

Mr. Pollom was Mr. Miller's first supervisor. On August 1, 1922, the state board appointed Mr. Pollom as supervisor of vocational agricultural education in Kansas, and he has served in this capacity ever since.

Mr. Pollom has been adviser of the Kansas Association of Future Farmers of America since it was organized in 1929, and is probably better known to the farm youth of Kansas than any other man in the state. He is past president of the state supervisors of vocational agriculture of the North Central Region.

Denmark Helps War-Stricken Youth

During the German occupation of Denmark, the principal of the International Folk High School at Elsinore, Peter Manniche, made plans for helping boys and girls from the war-stricken countries to obtain a cultural education and practical training which they could not obtain in their own country.

Denmark is a country of intensive farming, and was comparatively unscathed by the war, although within easy access to the war-stricken countries. It possesses a high standard of farming and rural economy, cooperatives, and a strong tradition of popular education and democratic tolerance.

The first step was to acquire 30 acres of farm lands with buildings, and establish an international school for boys and girls between 14 and 18 years. Five months' courses in farming, domestic science, handicrafts, and cultural education were given by teachers speaking English, German, and Danish. As the school developed, the 30 acres of land were turned into a park, fruit and vegetable garden, and an 80-acre farm with buildings was rented from the municipality of Elsinore.

The Danish State has supported the school and granted scholarships to Danish students. The Swedish government has recently supplied the school with four wooden houses for the accommodation of additional students.

A committee in Denmark is making an appeal to Americans to supply scholarships to young people from war-stricken countries. Five thousand dollars would enable 18 farm boys and girls to spend five months at the international school, from one-half to one and one-half years as apprentices on Danish farms or in farm households, and the next five months at a Danish folk high school and/or an agricultural school. The committee will select the farms.

The 1948 courses were scheduled to begin January 7 and November 3, and the young farmers will return to their own country about April 1, 1949 or 1950, according to the time they spend as farm apprentices.

(Subscriptions can be sent to the Commission for International Educational Reconstruction, 744 Jackson Place, N.W., Washington 6, D. C.)

John Brown University A Vocational School

John Brown University at Siloam Springs, Ark., is located in the foothills of the Ozark Mountains, off the beaten path of commerce. It was founded 27 years ago by the man whose name it bears, and has had vocational education as its specific objective since its origin. It is the only university in America pledged to the high goal of vocational specialization.

John Brown University offers highly specialized training, and aims to prepare youth to face the problems of the age in which they live. A college education which begins and ends with books is thinkable for a youth who has money. But the challenge of the world to this youth will be the challenge of all the years past: "What can you do?"

Old ideals die hard and some of the deadliest seem never to die. When you suggest to modern youth a modern education secured in a modern plant where (in addition to the fine arts that go with a cultural education) he is trained to go out into a specialized world and make a living, the old idea of a "work school" comes to mind. There are schools where young people work part-time to secure an education and the work may have nothing to do with their plans and hopes for the future.

John Brown University vocational departments have buildings and equipment that would cost three-quarters of a million dollars to replace. Two radio stations, air fields, engineering departments, garages, machine shop, aviation engineering all offer the education in demand today. In addition there is training for leadership.

The University never will be a large school in enrollment. Only a limited number of students can find places in the school, but it does serve the real needs of those who attend.

IPI Contest for 1948 Announced

"Printing and a Free Economy" is the subject of the 1947-48 International Printing Ink essay contest, conducted in cooperation with the National Graphic Arts Education Association.

First prize in this year's contest is $500, which may be applied as a scholarship in any accredited college or university of the winner's choosing. Second prize is a trip to New York, with all expenses paid. In the event the winner is a resident of the New York City area, an equivalent cash prize of $175 will be awarded.

Third prize is $50; fourth prize, $25; fifth prize, $10; and sixth to 30th prizes are $5 each.

Entrants must be students in the freshman, sophomore, junior, or senior class of any accredited high school, trade school, or preparatory school. Junior high school students in the ninth grade also may enter. Students must not be more than 21 years old on January 1, 1948.

Brazilian Educators Attend Penn State

Ten directors of vocational education in Brazil have been enrolled in the Department of Industrial Education at the Pennsylvania State College for an intensive three-months' training program. They began their training on September 22 and completed eight courses: Philosophy of vocational education, trade analysis, curriculum construction, shop organization and management, methods of teaching industrial subjects, administration of vocational education, supervision of vocational education, and survey methods.

The entire group attended the AVA annual convention in Los Angeles, upon completion of their course, and from there returned to Brazil.

A second group of 14 directors is scheduled to begin the same intensive program of training January 19, and concluding April 16.

The program is under the auspices of the Institute of Inter-American Affairs, as agency of the Department of State.

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With the Associations

★ Officers of the Georgia Vocational Association for 1947-48 follow: President, Mrs. Jean Westbrook, Macon Vocational School; past president, H. L. Fry, Ruban Gap; vice-president for distributive education, Mrs. Mary Alice Kinney, Smith-Hughes Vocational School, Atlanta; trade and industrial, Frank C. Underwood, Jr., Savannah Vocational School; guidance, John Warr, superintendent, Floyd County Schools; rehabilitation, Eugene W. Able, Albany; industrial arts, Ivan Hostetler, Georgia Teachers College; homemaking, Mrs. Mary Beth Lewis, Georgia State College for Women; agricultural education, W. L. Green, Eastonollee; secretary, Inez Wallace, state supervisor of homemaking education; treasurer, T. G. Walters, state supervisor of agricultural education, Atlanta.

★ A group of vocational administrators met in Syracuse, N. Y. on Nov. 8 and 9, and organized the Association of Trade and Technical Administrators of the State of New York. The group is composed of directors of vocational education, supervisors, and principals of industrial and technical high schools; membership will be composed entirely of representatives from local communities. The following officers were elected: President, Edward H. Lang, principal, Smith Technical and Industrial High School, Syracuse; vice-president, Horace B. Griffiths, assistant superintendent of schools, Utica; secretary, Nelson J. Murbach, director of vocational education, Batavia, N. Y., and treasurer, Ernest H. Colton, principal, Trade School, Rome.

Members of the executive committee are Francis H. Wing, assistant superintendent of schools, Buffalo; Harry T. Wilson, director of vocational education, Watertown; John B. Lillie, assistant superintendent of schools, Binghamton; William Pabst, principal, Brooklyn Technical High School; George F. Pigott, Jr., associate superintendent of schools, New York City.

The purpose is to maintain standards of teachers and instruction in vocational schools, to work through committees in studying and reporting on problems affecting these schools.

The organization is affiliated with the National Council of Local Supervisors of Vocational Education, and plans to work in close cooperation with representatives of the State Education Department in the development of educational programs for the training of youth for industrial employment.

Meetings are to be held in October, November, and at Easter.

★ The meeting of the North Dakota Vocational Association was held in Bismark, Oct. 24, in connection with the N. D. E. A. convention. C. L. Greiber, past president of the AVA and director of adult and vocational education in Wisconsin was the speaker.

Officers elected for 1947-48 follow: President, Harvey Stangler, Mayville; first vice-president, Dorothy Travis, Grand Forks; second vice-president, Bernard Grove, University Station, Grand Forks; secretary-treasurer, Shubel D. Owen, State College Station, Fargo.

★ Richard Tinlin, 17-year old senior at Timken Vocational High School, Canton, was elected president of the Ohio Future Retailers at the November conference held in Columbus. The group comprises 1,000 members representing 50 active chapters, and 86 delegates from 20 Ohio cities attended.

★ Future Farmers of America will commemorate their 20th anniversary by celebrating "Future Farmer Week" February 20-27. A record membership of more than 250,000 boys is expected by spring. This year's annual convention in Kansas City, November 14-19, will include a celebration as "Twentieth Anniversary Convention."

★ Officers of the Utah Vocational Association for 1948 are: President, Robert Dahle, agriculture instructor, South Emery High School; vice-presidents, Ruth Wilson, home economics, Brigham Young University; Paul Lloyd, distributive education, Central Utah Vocational School; Edward C. Larsen, trade and industrial education, Weber Junior College; Amos Bair, vocational agriculture, North Clarke River High School; secretary, Von H. Robertson, state teacher trainer.

Dr. Edwin A. Lee, dean of the School of Education, University of California at Los Angeles, was guest speaker at the annual meeting. His subject was "The Relationship Between Vocational and Liberal Education."

★ A Utah State Association of Distributive Education Clubs was organized November 21 at Salt Lake City, under the sponsorship of Robert A. Nelson, state supervisor. Ninety student delegates and sponsors attended the first convention, and state officers were elected and a state program outlined.

★ The annual meeting of the Iowa Vocational Association was held in Des Moines, Nov. 6. Florence Fallgatter, president of the AVA, spoke on "Vocational Education Moves Ahead," and Dr. H. M. Hamlin, professor of agricultural education, University of Illinois, on "Organizing Vocational Work on a Community Basis as a Foundation for Improved Family Living."

The following officers were elected: President, Wayne Pritchard, agriculture instructor, Sac City; vice-president, Charles F. McCoy, trade and industrial assistant supervisor, Davenport; secretary-treasurer, Marion Yule, assistant state supervisor of home economics, Des Moines.

★ Washington Vocational Association has elected the following officers for 1947-48: President, Lloyd Cook, distributive education, Spokane; secretary-treasurer, Eleanor McCready, home economics, Port Angeles.

★ Officers of the Upper East Tennessee Vocational and Industrial Arts Assn. are: President, Alfred H. Moore, East Tennessee State College, Johnson City; vice-president, Warren W. Simmons, Vocational School, Johnson City; secretary-treasurer, Rollin Kennerly, Kingsport.

★ The Tennessee Vocational Association elected W. C. Yates, Franklin, president; vice-presidents W. E. Robertson, Knoxville, for agriculture; for distributive education, Mrs. Ruth Clark, Nashville; for homemaking, Mrs. Theresa L. Anderson, Dresden; for trade and industrial education, Roger Lusk, Knoxville; for industrial arts, Raymond McElroy, Memphis; secretary-treasurer, W. A. Seeley, Nashville.

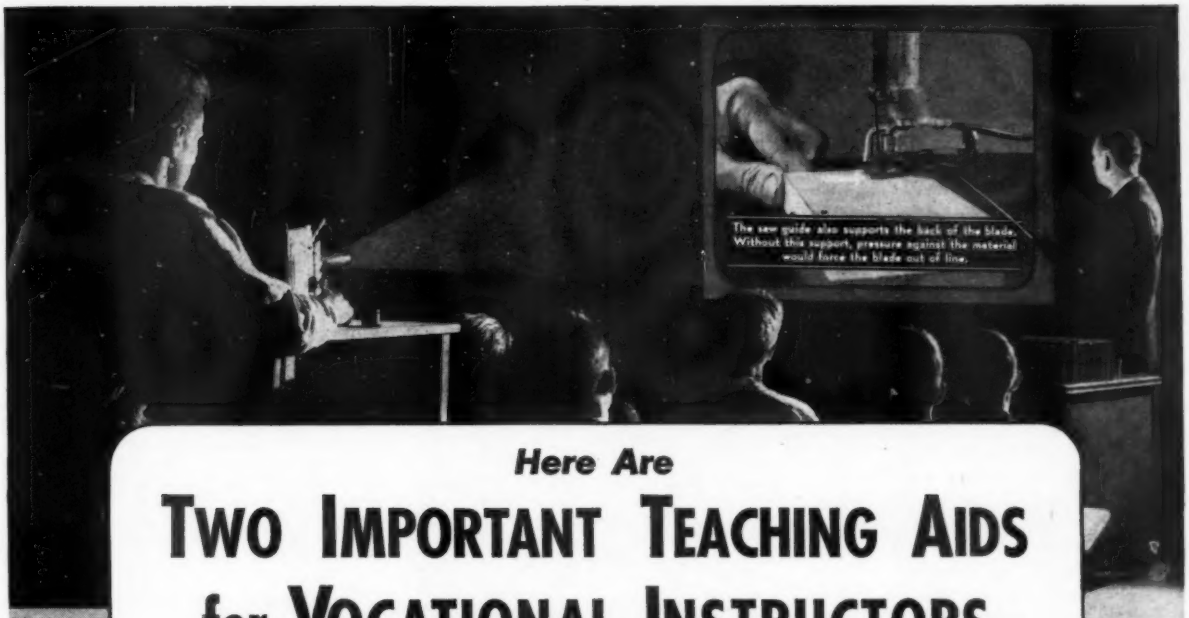
★ A review of the activities of the past year of the Maryland Vocational Association, an affiliate of the AVA, shows two extremely important objectives were achieved due to the energetic and distinguished leadership of the officers, Howard E. Ziefle, president; Edwin G. Stapleton, vice-president; and G. Kenneth Horvath, secretary-treasurer; and to the fine cooperation of the members. President Ziefle set as his goal the achievement of these two objectives (1) increased membership with increased participation of members in professional activities and (2) increased awareness on the part of the general public of the function of vocational education. "Maryland Vocational Association Will Grow" was the theme.

Pamphlets, fliers, and letters were prepared and distributed; personal contacts were made in an effort to build up membership. The effectiveness of this departure from stereotyped procedures is attested by the growth in membership, prompt payment of dues, and growth of professional spirit.

In carrying the cause of vocational education to the public the officers with the assistance of committee chairmen James O. Proctor, Vernon C. Byus, George F. Horn, G. Edward Griefzu, Floyd C. Faulkner, Herman E. Westerberg, Mayford B. Miller, and Nellie B. Mattingly, made use of the radio, newspapers, and exhibits of shop and school work, and the picturization of activities of vocational education. Displays and exhibits were arranged in school buildings, store windows, the lobby of the public library, and other places accessible to the public. Public relations activities were notably successful.

Activities of the year were climaxed on October 31 with the fall dinner meeting attended by 230 persons. Among the guests of honor were Charles W. Sylvester, treasurer of the AVA and assistant superintendent of schools in Baltimore; Dr. J. Carey Taylor, assistant superintendent, Baltimore; John J. Seidel, past president of the AVA and assistant superintendent of schools for Maryland. A. E. Zucker of the University of Maryland, who recently returned from Germany where he was engaged in reorganizing German education, was the speaker.

New officers were elected as follows: President, Edward G. Stapleton; vice-president, Leanore M. Coard; secretary-treasurr, G. Kenneth Horvath.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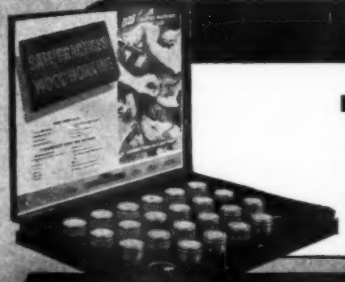

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AVA PUBLICATIONS

Research Bulletin No. 1 — Occupational Adjustments of Vocational School Graduates. 1940. Pp. 132. Price 10 cents each; 10 or more, 5 cents each.

SURVEY FORMS for use in making local or area studies of graduates and former students of industrial, home economics, or agricultural education schools or departments; useful to occupational guidance, training, and placement programs. 1940. Pp. 4 ea. Prices: 10 copies, 15 cents; 100 copies, $1.05; 1,000 copies, $8.25.

Research Bulletin No. 2—A Study of Industrial Teacher Education at the Graduate Level. 1941. Pp. 42. Price, 10 cents each; 10 or more, 5 cents each.

An Enlarged Program of Vocational Education With Special Reference to Larger Administrative Units. 1943. Pp. 52. Price, 40 cents each; 10 or more, 35 cents each.

Improving Instruction in Industrial Arts. 1946. Price, 25 cents each; 10 or more, 20 cents each.

State Supervision of Industrial Arts Education. 1946. Free.

America's Vocational Schools. 1945. Pp. 56. Prices: single copies, 20 cents each; 100 or more, 15 cents per copy; 1,000 or more, 13 cents per copy.

The Carry-Over Into Homes of the Teaching of Family Living to In-School and Out-of-School Youth. 1943. Pp. 17. Prices: 1 to 9 copies, 20 cents each; 10 to 99 copies, 15 cents each; 100 or more copies, 9 cents each.

Evaluative Criteria for Vocational Education in Agriculture. 1942. (Revised). Pp. 75. Prices: 20 cents each; 10 or more copies, 15 cents each.

Manual of Directions for Use with "Evaluative Criteria for Vocational Education in Agriculture, 1942 Revision." 1943. Pp. 15. Prices: 1 to 9 copies, 10 cents each; 10 to 99 copies, 9 cents each; 100 or more copies, 8 cents each.

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New Equipment

As a service to our readers we present this round-up of new equipment, materials, and catalogs of interest of vocational educators. For further information, circle the numbers on the coupon on page 42 which correspond to the numbers following each item on this page.

National Agricultural Supply Co. has added a complete list of agricultural texts and reference books to their new 1947-48 Nasco catalog. This line of books, added to their extensive line of agricultural teaching aids is intended as a convenience to instructors. Other lines offered for the first time include artificial breeding equipment,

bee keeping supplies, farm building models, feed sample exhibits, cameras, rodent poisons, and new filmstrips. **1**

South Bend Lathe Works has just issued the 45th edition of their book, *How To Run A Lathe.* A number of changes in text material and illustrations have been made since the previous edition was printed in 1944. The book contains the latest information on the operation and care of metal working lathes and covers such subjects as the operation of lathe units, grinding cutter bits, making accurate measurements, plain turning, chuck work, taper turning, boring, drilling, reaming, tapping, cutting screw threads, reference tables, etc. **2**

Charles Bessler Co. has launched a campaign to show educators how opaque projectors can be a creative tool in the classroom. These projectors are termed "opaque" because they project opaque material onto a screen. No slides or films are necessary. A teacher can take an up-to-date map, a page from today's newspaper, etc., and project an enlarged image on a screen. Actual objects such as biological and botanical specimens, coins, moving mechanisms such as the working of a watch, can be shown in their various forms and full colors. **3**

Plicote, Inc., has a special fire-resistant paint developed for the Navy first, and now available as an improved "fire stop" finish. It is available for use on walls, ceilings, and woodwork. Ready-mixed and self-sealing one coat covers wallpaper, plaster, etc. It comes in several colors. **4**

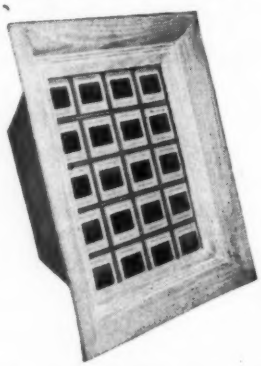
Severance Tool Industries, Inc., claims to have industry's most versatile cutting tools. The Severance high speed midget mills with their complement of junior mills, lab mills, carbide midget mills, die mills, fin mills, and micro-mills are presented in a new 12-page bulletin, No. 16-M. It gives the first full listing of midget mills since they were limited by the War Production Board, and also lists ground carbide hand files and ground carbide die machine files. **5**

Standard Metal Products, Inc., have a new fixed focus enlarger in the low-priced field for 35mm. and "Bantam" film. The fixed focus enlarger is designed for home use to take pictures of post-card size from 35mm and "Bantam" negatives. **6**

Celanese Corporation of America has a new plastic mesh vimlite shade which offers all the protection of ordinary window shades but lets more light penetrate. The shades are washable, will not support fire or combustion, and will outlast usual window shades. **7**

Mohawk Tool Co. have a new type high speed steel counterbore, known as the "lifetime." It offers two advantages: the blades are approximately five times as long as most counterbores affording unusually long life, and a radial-ground sub-land pilot is built into the entire length of the tool. **8**

Vuette Illuminator manufacturers have developed a special type of frame that snaps onto the front of their 8" x 10" illuminator, converting it into an artistic display piece. When the Vuette



is not in use in the laboratory viewing negatives, serving as a retouching stand, or as an illuminator for Kodachrome transparencies, it may be used to display 2 x 2 slides. **9**

Guidance

(Continued from page 20)

Considering all the factors involved, it would seem that the county plan for providing guidance services is valuable in rural areas. Through it students of small schools are able to secure from trained guidance personnel the assistance which otherwise would be limited to the large school system. For many rural youngsters the vocational problem is more difficult than for those in urban areas. At least 50 per cent of rural youth must seek employment outside of their home areas. This means that the need for broad vocational information is very necessary, yet it is more difficult to obtain than in industrial centers. Group conferences, field visits, and career days go a long way toward answering this need. Through the central office, reliable and timely information on jobs and training opportunities is available. The testing program and other data accumulated in the individual folder provides valuable help to student, counselor, teacher, and parent in determining each individual's needs in the areas of educational planning, vocational choice, and personal adjustment. Too, county counselors are able to get a more comprehensive view of common problems than would a part-time counselor in one small school, and the guidance program should profit from this situation.

Selling

(Continued from page 14)

A 200-page students' manual containing factual information in addition to the subject content of an instructor's outline, has been prepared by Mr. MulCahy and G. Henry Richert, program planning specialist of the U. S. Office of Education. Ten pocket-size units, for convenience in classroom instruction, are distributed by the instructor. They are purchased by employers of the enrollees. Every member of a class who completes the course will have an entire set of 10 books, eventually.

This study program is designed to upgrade wholesaler candy selling from the routine of picking up orders, or "spindle-pulling," to the status of professional salesmanship. As an overall objective, the program points the way to a more intensive distribution of candy and allied confectionery products.

A gold candy fraternity emblem and a certificate have been provided for enrollees who satisfactorily complete the course. The certificate is signed by the NCA president, the association's merchandising director, the state supervisor of distributive education, and the instructor and are presented by industry management level people in a fitting ceremony.

This cooperative "Balanced Selling" program is believed to be the only nation-wide industry training plan where industry recruits and channels enrolled students into local educational facilities, leaving state and local educational supervisors only the problem of supplying properly trained instructors for the classroom work. It has achieved a high degree of success.

Fifth President of E.T.S.T.C.

The American Vocational Association was represented at the inauguration of Dr. James G. Gee as the fifth president of East Texas State Teachers College in Commerce, Texas, by Benge R. Daniel, assistant professor of industrial education at East Texas.

Approximately 2,800 people witnessed the ceremony; 700 were representatives of universities, colleges, learned societies, and educational and professional organizations.

The principal speaker was the Hon. Beauford Jester, governor of Texas. "America's future depends on the efficiency of education, and the Texas teachers colleges are molding the pattern for our public schools," he said.

Judge William L. Kerr, president of the Board of Regents of the State Teachers Colleges, gave the investure.

Dr. Gee, in his inaugural address, outlined the school's policy and announced plans for further enlargement of the College. In discussing "terminal education," he said: "We plan this two-year program on the assumption that it is our duty to provide a means for developing the greatest degree of intelligence which all students who seek to learn may attain. . . . We must also devote ourselves to the task of raising the level of education."

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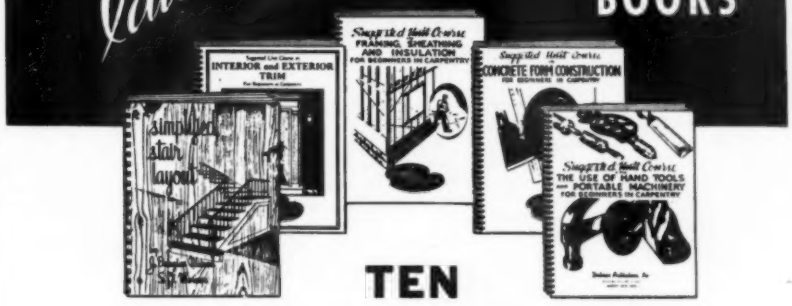
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Psychiatry for Everyman, by J. A. C. Brown. The Philosophical Library, New York, N. Y., 1947. 247 pages, $3.00.

A simply written but medically authentic survey of the scope and workings of psychiatry.

How Our Minds Work, by C. E. M. Joad. Philosophical Library, New York, N.Y., 1947. 116 pages, $2.75.

A short interpretation of how the mind works, showing the importance of relationship between mind and body.

Work and Effort, by Thomas Arthur Ryan. The Ronald Press Co., New York, N. Y., 1947. 323 pages, $4.50.

A survey of psychological investigations concerned with the productivity of men and women at work.

Money, by Fred G. Clark and Richard Stanton Rimanoczy. D. Van Nostrand Co., Inc., New York, N. Y., 1947. 37 pages, $1.75.

A clear statement of how this force affects the welfare of individuals.

Home Economics

Decorating Your Home, by Kay Peterson Parker; *Manual of Smart Housekeeping*, by Gladys Beckett Jones; *Home Nursing With Confidence*, by Susan Briggs; *Table Service for all Occasions*, by Ethel Wright; *Better Nutrition for the Family*, by Louisa P. Skilton; *The Garland Cookbook*, by Laura Kitter Leonard and Ruth Walker Crosby; *Sew it Yourself*, Madelyn Grigsby. Barnes and Noble, New York, N.Y. Cookbook, $2.00; others $1.50.

A series of books for the homemaker particularly, but good as reference material for schools.

Home Guide to Repair, Upkeep, and Remodeling, by William H. Crouse. McGraw-Hill Book Co., Inc., New York 18, N.Y., 1947. 358 pages, $3.

Included in the volume is most of the informaiton needed to keep a home, its mechanical and electrical equipment, and the grounds in best condition, and to make necessary repairs and remodel.

Rehabilitation

Hearing and Deafness, edited by Hallowell Davis, M.D. Murray Hill Books, Inc., New York, N.Y., 1947. 496 pages, $5.00.

A non-technical book dealing with problems of imperfect hearing, beneficial to friends and family as well as to the deaf.

Guidance

Jobs for Women Over 35, by Julietta K. Arthur. Prentice-Hall, Inc., New York, N.Y., 1947. 253 pages, $3.50.

A valuable book for mature women who are compelled to earn a livelihood for the first time or who must find a new occupation.

Trade and Industrial

Practical Job Pointers, compiled by Nelson L. Burbank. Simmons-Boardman Publishing Co., 30 Church St., New York, N.Y., 1947. 211 pages, $4.00.

This second edition contains more than 800 "how to do it" pointers which have appeared in *American Builder*.

DoAll Contour Saws, Prepared by the DoAll Technical Institute, Des Plaines, Ill., 1947. 413 pages.

An explanation of a new cutting process and a new machine tool.

Watch Repairing as a Hobby, by D. W. Fletcher. Pitman Publishing Corp., New York, N.Y., 1947. 64 pages, $1.50.

The book explains what the amateur needs to know about watch repair as a hobby.

Business and Distributive

Radio Broadcasting for Retailers, by Enid Day. Fairchild Publishing Co., New York 3, N.Y., 1947. 194 pages, $3.50.

Takes up problems involved in planning, writing, and delivering the personality program for a retail store.

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For The Greatest Good. Office of Vocational Education, Department of Public Instruction, Lansing, Mich.

Twelve Guides to Modern Salesmanship; You Can't Sell if You Can't Close; Buyers Like Strong Closers; Six Elements of Successful Salesmanship; What Makes Buyers Buy?; Five Routes To The Top; Let Your Presentation Go Modern; Capitalize Your Prospect's Objection; Objections Aren't Hard To Handle; Every Salesman Has Two Bosses; Play Ball With Your Biggest Customer; Smith Never Gets Small Orders; Some Salesmen Know What The Score Is. Prentice Hall, Inc., New York, N.Y.

Foundations for Teacher Education in Audio-Visual Instruction, by Elizabeth Goudy Noel and J. Paul Leonard. The American Council on Education, 744 Jackson Place, Washington, D.C., 1947. 60 pages.

Managing Small Woodlands, by A. Koroleff with the collaboration of J. A. Fitzwaller. The American Forestry Association, 919 17th St., N.W. Washington, D.C. 72 pages, $1.00.

On-the-Job Education in Rural Communities, Department of Rural Education N.E.A., 1201 16th St., Washington, D.C., 1947. 139 pages, 75¢ (discounts in quantity). Annual yearbook of the Department.

Immigration Service, Occupational Abstract No. 108. Occupational Index Inc., New York University, N.Y., 25¢.

Whither, Rural Youth? by Henry Heaps, Thelma Line, Kathryn Rice, Bernard Stanton, and Jean Wallace, assisted by E. L. Kirkpatrick. Published cooperatively by American Institute of Cooperation, 460 Drexel Bldg., Philadelphia, Pa.; American Vocational Association, Inc., 1010 Vermont Ave., N.W., Washington 5, D.C.; Extension Service, U. S. Department of Agriculture, Washington 25, D.C.; and Department of Rural Education, N.E.A., 1201 16th St., N.W., Washington 6, D.C. July, 1946. 30 pages, 20¢ (discounts in quantity.)

Cooperatives in School and Community. Bureau of Publications, Teachers College, Columbia University, New York, N.Y., 1947. 84 pages, 90¢. Prepared jointly by workshops on organization and administration of rural education, Teachers College, Columbia University; and state curriculum workshop, University of Wisconsin, and statewide committee on cooperatives of the Wisconsin Cooperative Education Planning Program, Madison, Wis.

Work Experience — Preparation for your Career. Science Research Associates, 228 S. Wabash Ave., Chicago 4, Ill.

Using Advisory Councils in Agriculture, by Herbert M. Hamlin. College of Education, Univ. of Illinois, 35¢.

The Fire Safe Home, and *Fire Safety on the Farm*. National Board of Fire Underwriters, 85 John St., New York, N.Y. Free to schools.

Michigan People Need Vocational Education, and *What Michigan People Think about Vocational Education Needs*. Department of Public Instruction, Office of Vocational Education, Lansing, Mich.

Occupational Briefs: Office Machine Repairmen, No. 212; *Ice Cream Industry Workers*, No. 213; *Governesses and Companions*, No. 214; *Lime and Cement Industry Workers*, No. 215; *Landscape Architects*, No. 216; *Cotton Farmers*, No. 217; *Travel Bureau Workers*, No. 218; *Hat Manufacturing Workers*, No. 219; *Professional Football Players*, No. 220; *Ophthalmologists*, No. 221; *Theater Management Workers*, No. 222; *Mail Order Workers*, No. 223. Science Research Associates, 228 S. Wabash Ave., Chicago 4, Ill. 15¢ single copy.

Rural Areas

(Continued from page 19)

This group, 50 per cent of all high school pupils, with their obviously unmet needs (for if their needs were being met, not so many of them would leave school), are the school's forgotten children. They are a challenge to educational planning and especially to the planners in vocational education. They do not need vocational education in the usual meaning of the term, but many of the ingredients that would make up the program they do need are found in vocational material. They need material from a number of vocational fields. Why couldn't a program be developed that cuts across the major divisions of vocational education—that picks out appropriate material from business, home economics, agricultural and industrial education? Such a program would not be vocational in the sense that it prepares for a skilled occupation. It would be vocational in that it would develop the basic skills and knowledges that equip young people for employment in a wide variety of unskilled and semi-skilled occupations. Moreover, it would develop many of the skills and knowledges needed in home and consumer activities, so that these people could improve their living independent of their cash incomes.

Only the people in vocational education could work out the content for such a program. It would be well worth tackling.

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Visual Material for the Machine Shop

ALBERT J. ROSENBERG
Manager, Text-Film Department
McGraw-Hill Book Co., Inc.

The following list of visual aids may be used to supplement textual material in the field of machine shop practice. It is suggested that each film and filmstrip be previewed before using as some may contain information that is too advanced or too elementary.

These films and filmstrips can be obtained from the producer or distributor listed with each title. The addresses of producers and distributors are given at the end of this listing. In many cases, these materials may be obtained from your local film library or local film distributor; also, many universities have large film libraries from which they may be borrowed.

The running time (min), whether it is silent (si) or sound (sd), motion picture (MP) or filmstrip (FS), are listed with each title. All those not listed as color (C) are black and white. All of the motion pictures are 16mm; filmstrips are 35mm.

LATHES

Lathes, Part 1 (JH FS). Describes construction, parts, and functions of the lathe.

Lathes, Part 2 (JH FS). Portrays operations and care of the lathe.

Machine Tools: The Lathe (Army FS). Gives nomenclature, practical uses and operation of the lathe.

Elementary Operations on the Engine Lathe (EBF 22min sd MP). Demonstrates modern shop practices; correct alignment of lathe showing details in facing, straight turning, squaring a shoulder; working accurately to dimensions from a mechanical drawing; use of micrometers in connection with graduated dials.

How to Run a Lathe (South Bend 60min sd C MP). Shows metal working lathe; technique of turning work between centers; covers blueprints, measuring, centering, rough turning, finishing.

Metal Working Lathe (South Bend 20min sd C MP). Pictures lathe, its uses and operation.

Lathe Operation (Illinois 20min sd MP). Shows operation of lathe; demonstrates principles of the lathe and its parts and accessories.

Turret Lathe: An Introduction (USOE 17min sd MP). Shows usage of functions of the head, hexagon turret, square turret and bed; determining the sequence of operations; taking a multiple cut; combining cuts from the hexagon and square turrets.

Turret Lathes (Gisholt 45min sd MP). Shows operations which can be performed on turret lathe; method of setting up machine for different types of cuts.

Specialized Machines: Turret Lathes (JH FS). Describes the turret lathe and its uses; the automatic screw machine and its functions; relationship to lathe work.

Bar Work—Magnesium, Part 1: Setting up Bar Mechanism and Roller Turner (USOE 18min sd MP). Shows planning the setup sequence; steps in setting up bar feed mechanism; making a rough sizing cut for the roller turner; setting rolls in the roller turner; setting the tool in the roller turner for a finish size; setting the automatic stops controlling the chip condition when using a roller turner to insure good finish.

Bar Work—Magnesium, Part 2: Setup Multiple Roller Turner and Turning a Taper (USOE 17min sd MP). Shows how to set up a multiple roller turner; how to roll lead the tools on the second roller back-rest turner to insure concentric diameters; centerdrilling the work so that it can be supported with a center; setting up and operating carriage taper attachment.

Bar Work—Magnesium, Part 3: Necking and Threading by Use of Attachment and Die Head (USOE 23min sd MP). Shows how to set the necking and chamfering tools; setting and using the carrige threading attachment; setting nad cutting ¾" 10-pitch thread with tangent die head; cutting off finished piece.

Boring to Close Tolerances (USOE 17min sd MP). Shows how to mount and adjust the brass valve bonnet in a ring fixture; selecting and setting boring tools for brass; rough and finish-face the hub; rough and finish-bore the hole to close tolerances; prevent bellmouth when boring a hole; use a plug gage; set inside calipers for close measurement.

Chips (Warner & Swasey 29min sd MP). Depicts grinding cutters for use in turret lathes.

Chuck Work, Part 1: Setting Up Hexagon Turret Tools (USOE 22min sd MP). Shows how to plan the job; use a power chuck; set up tools for internal cuts and multiple cuts; set up feed stops for the hexagon turret.

Chuck Work, Part 2: Setting Up Tools for Combined Cuts (USOE 16min sd MP). Shows how to set up tools for the square turret; make combined cuts; set cross-slide and carriage stops; set up the speed pre-selector.

Cutting a Taper With the Compound Rest and With a Taper Attachment (USOE 11min sd MP). Shows the correct method of setting the compound to cut a steep taper; setting the taper attachment for cutting a taper of 1½" per foot; setting the tool when cutting a taper; use of roughing and finishing tools; bevel protractor and ring gage.

Cutting an External Acme Thread (USOE 16min sd MP). Shows the work being mounted on a mandrel and placed between centers on the lathe; setting the lathe gears for cutting a thread; selection, checking, and setting up of roughing and finishing tools; cutting the thread with and without using the threading dial.

Cutting an External National Fine Thread (USOE 12 min sd MP). Describes the various shapes of threads and their uses; characteristics of the National Fine Thread; procedure used to cut such a thread on a lathe; checking the shape of the threading tool with a gage; the proper setting of the tool for cutting a thread; setting the lathe for cutting the required pitch; and use of the threading dial.

Cutting an Internal Acme Thread (USOE 22min sd MP). Shows how to

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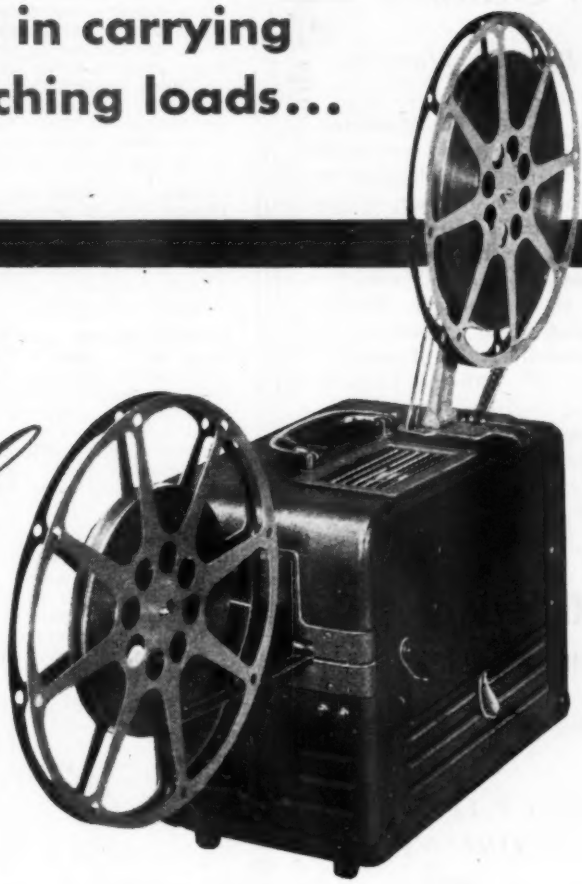

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set up the lathe and cut an internal right hand acme thread; grind and check the stocking and forming tools; why the compound rest is set at an angle toward the headstock when cutting a right hand internal thread; centering the finish-forming tool in the groove formed by the stocking tool; setting the threading tools to the work; gaging the finished threads.

Cutting an Internal Taper Pipe Thread (USOE 20min sd MP). Shows how to use a taper attachment when cutting internal pipe threads; bore a taper hole to gage size for threading; thread a tapered hole to fit a gage; compute pipe thread dimensions.

Drilling, Boring, and Reaming Work Held in a Chuck (USOE 11min sd MP). Shows the operations for cutting a tapered hole in a forged steel gear blank, using the taper attachment; centering the piece in a chuck, rough-facing, drilling, taper-boring and reaming; checking size and taper of the finished hole with a taper plug gage.

Machining Work Held in Chuck: Use of Reference Surfaces (USOE 24min sd MP). Shows how to select and machine surfaces to be used for reference; set up a workpiece accurately to the reference surfaces in a lathe; using a boring bar to machine several internal surfaces.

Plain Turning (South Bend 20min sd C MP). Demonstrates operations in machining a shaft held between lathe centers; basic procedures in lathe work; blueprint reading; measuring with calipers, micrometers; locating and drilling center holes; selection of tools for cutting, rough turning, and finish turning of workpiece.

Precision at Work (Monarch 45min si MP). Describes construction and operation of the lathe.

Rough Turning Between Centers (USOE 15min sd MP). Shows how to set up an engine lathe for machining work held between head and tail centers; lubrication of the machine; care of the centers; proper use of the various lathe controls.

Setting Up and Machining Bar Stock (USOE 34min sd MP). Shows how to set up the turret tool; adjust the stops; install the collet and set up the stock; setting up the hexagon turret, the cross-slide; operating the machine.

Turning a Taper With the Tailstock Set Over (USOE 17min sd MP). Shows three methods used to measure the tailstock set-over when turning tapers.

Turning Work Held on a Fixture (USOE 21min sd MP). Shows how to mount on a special fixture for machining an irregularly shaped casting which cannot be held in chuck; mount and center the fixture on the lathe; grind tools for the machining of brass.

Turning Work Held on a Mandrel (USOE 20min sd MP). Shows what a mandrel is and on what type of job it can be used to advantage; fitting the mandrel into the workpiece; mounting the mandrel and working between centers; protecting the mandrel from injury by cutting tools; cutting a bevel using the compound rest; calculating speed and feed and setting the controls.

Turning Work of Two Diameters (USOE 14min sd MP). Shows operations followed when turning a gear blank with its shaft from a solid piece of round stock; each shaft is rough turned and finished turned to size before the piece is reversed between centers; finishing the sides of the gear blank after the piece has been turned to size.

Using a Boring Bar Between Centers (USOE 22min sd MP). Shows how to set up a boring bar between centers of a lathe; clamp an irregular work piece on a lathe carriage; align the workpiece center with the lathe centerline.

Using a Follower Rest (USOE 21min sd MP). Shows what the follower rest is, when to use it; how the follower rest supports the work against the pressure of the cutting tool; mounting the follower rest on the lathe; adjusting the jaws of the follower rest to the rest of the work; lubricating the work to prevent damage.

Using a Steady Rest (USOE 25min sd MP). Describes the steady rest and its uses.

Using a Steady Rest When Boring (USOE 21min sd MP). Shows how to mount a long casting on a lathe face plate: turning a true bearing spot for supporting the workpiece with steady rest; positioning and adjusting steady rest; boring, turning, forming operations.

Internally Threading a Plate: Making a Stud; Extracting a Broken Stud (JH FS). Drilling holes for tapped thread; proper use of complete tap set; cutting an external thread; removal of broken studs.

(Additional visual materials for the machine shop will be printed in the February issue of the **American Vocational Journal.**)

SOURCES OF FILMS LISTED

Army—U. S. Army (Obtainable from Castle Films, Division of United World Films).
Castle Films, Division of United World Films, Inc., 445 Park Ave., New York 22, N. Y.
EBF — Encyclopaedia Britannica Films, Inc., 20 N. Wacker Dr., Chicago 6, Ill.
Gisholt Machine Co., 1245 E. Washington Ave., Madison 3, Wis.
Illinois, University of, Visual Aids Serv., Urbana, Ill.
JH—Jam Handy Organization, 2821 E. Grand Blvd., Detroit 11, Mich.
Monarch Machine Tool Co., Sydney, Ohio.
South Bend Lathe Works, 425 E. Madison Ave., South Bend 22, Ind.
USOE—U. S. Office of Education (Obtainable from Castle Films).
Warner & Swasey Co., 5701 Carnegie Ave., Cleveland 3, Ohio.

POSITIONS

New York: The Wall Paper Institute is looking for a field man. He should have experience in vocational training and should be familiar with the procedures of establishing apprentice training programs — building trades background helpful but not essential. Must be willing to travel (not in a sales or advertising capacity). The work consists largely of a consultation service to vocational and trade schools. Should live, or prepare to life, in the New York City Metropolitan area. Commensurate salary. Expenses when out of New York City. Call or write to The Wall Paper Institute, 400 Madison Ave., New York 17, N. Y. Telephone Plaza 9-0950.

Texas: North Texas Agricultural College needs an instructor in refrigeration and freshman engineering subjects. To qualify the applicant must have a degree from a reputable engineering school and at least five years of industrial experience in commercial refrigeration service and installation. Applicant should not be over 35 years of age, and a married man is preferred. Write Engineering Department of North Texas Agricultural College, Arlington, Texas.

Latin America: The vocational program in Latin America is in an active state of development and there is a great demand for administrators, supervisors, teacher trainers, and instructors to assume positions in advisory capacities for periods from one to three years to assist in this development.

Inquiries should be addressed to A. S. Boynton, Education Division of the Institute of Inter-American Affairs, 499 Pennsylvania Ave., N.W., Washington, D. C.

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At Home

(Continued from page 18)

today need the assistance of skilled instructors to prepare food properly and to use modern labor-saving devices to best advantage. Menu planning, to give a balanced diet the year around and provide for any possible individual diet deficiency, is another vital factor in health maintenance and improvement. Special emphasis is given to child welfare in the rural home since the services of a nurse or physician are often remote and sometimes unobtainable on short notice.

Sanitation on the farm, in the home, the kitchen, the dairy, the barns, the chicken houses, and hog pens, is significant not only in the family but in community welfare. Products of the dairy as well as eggs, poultry, and meat go into other homes, and the responsibility for proper sanitary measures rests with the veteran farmer and his wife and family.

All of the phases of the planned homemaking program are bound together in the third goal—that of making living at home more enjoyable. It follows inevitably that a family will be happier in clean, cheerful surroundings with good food and comfortable clothing.

Knitting together of the many homes in a community by cooperative days of work and play is the final objective. The combined effort of many hands on the days when the canning center is open, the total effect of a group clearing pasture or raising a barn, an emergency harvest of a sick neighbor's crop—all have their place in community life. The farm machinery repair shop is a good example of what can be done in the way of cooperative effort for the benefit of the entire community, and homemaking activities are being coordinated in a similar manner.

Socially, when calf-ropings, rodeos, and ball games bring veterans together, the women plan picnics, barbecues, and box suppers; they bring knitting and crocheting, exchange recipes, etc. Women enjoy a quilting bee as did their grandmothers, and the entire family attends the church socials, ice cream suppers, and square dances in the school gymnasium.

There are many possibilities in the homemaking program and its effects are widespread and significant. Developing and maintaining a home is a major enterprise. The entire program of vocational education approaches its ultimate goal in the homemaking field for a happy, healthful home is the objective of every individual American and the homes of America form the very core of the nation's well-being.

On Farms

(Continued from page 21)

various weeds, and for means of eradication. Generally instructors carried in the trailers or trunks of their cars a three and one-half gallon low pressure sprayer and some 2-4D weed killer. If a favorable degree of curiosity was shown, a recommended amount of water and weed killer was mixed in the sprayer by the veteran, under direction of the instructor. Suggestions were made to the veteran concerning application of the spray. This gave him an opportunity to find out what weed killer would do on his farm—one more important phase of on-the-farm instruction.

In some cases the veteran was married and had built a home. Assistance was requested frequently in landscaping the grounds. Generally the wife showed a real concern in this homemaking activity. Instructions were given in design, procuring shrubs and evergreens, planting, fertilizing, watering, pruning, and control of insects and diseases. Landscaping projects of this type furnish a core for teaching various areas in the instructional program in agriculture.

Only the surface has been touched by these few illustrations of on-the-farm instruction. Educators must endeavor to formulate plans for a richer and more purposeful program to instruct the veteran on the farm.

Products and Services Guide

To obtain free literature, samples of goods, and information about the products advertised in this issue, check the items desired and mail this master coupon directly to the AMERICAN VOCATIONAL JOURNAL, 220 E. 42nd St., New York 17, N. Y.

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SEE PAGE 42 FOR OTHER LISTINGS AND FORM FOR SIGNATURE

Who's Who

A. W. Meyn, who has been in Panama since 1945 as director of utilization and training, for the Panama Canal Department, has returned to the States. He is now director of vocational education for Poughkeepsie, New York.

Elizabeth Shannon, formerly associate professor at the School of Store Service, Richmond, Professional Institute of the College of William and Mary, Richmond, Va., and later at Weber College, Babson Park, Florida, is now coordinator for distributive education in Hillsborough County, Florida.

J. C. Woodin, director of vocational and adult education, Wichita, Kansas, was general manager of the Kansas Manufacturers' Show, held at the Wichita Forum, and was elected president of the Kansas Manufacturers' Show, Inc. The show was the largest industrial exhibit of its kind ever held in that section of the United States.

Susan M. Burson, member of the Home Economics Education Service of the U. S. Office of Education and a member of the national advisory board of the Future Homemakers of America, is in Germany working in the Education and Religious Affairs Branch of the Office of Military Government for the State of Hesse in the American Zone.

Mrs. Ann Burnette, whose first teaching experience was in the Brewster Vocational School in Tampa in 1935, has returned to Florida, and is located in Pensacola where she will organize and develop a distributive education program. In 1942 Mrs. Burnette left Florida for Texas, and later accepted a position as teacher trainer in Georgia.

New members of the Scholastic Industrial Arts Awards national advisory committee are: **B. J. Armstrong,** Jones County Agricultural High School and Junior College, Ellisville, Miss.; **LeRoy A. Blaser,** assistant superintendent in charge of vocational education, Ogden, Utah; **K. F. Perry,** chairman, division of the arts, Colorado State College; **Alfred H. Moore,** director, industrial arts, East Tennessee State College; **George W. Ludvigson,** P. D. duPont High School, Wilmington, Delaware; **James Hammond,** director of industrial arts, State Teachers College, Fitchburg, Massachusetts; **C. K. Lush,** director of vocational education and industrial arts, Minneapolis Public Schools; and **Jack N. Kraras,** director of vocational education, Pine Bluff, Arkansas.

L. S. Hawkins, formerly chief of trade and industrial education, U. S. Office of Education and now director of educational research for the American Technical Society, will teach during the summer session at Mercer University, Macon, Ga. **Natalie Kneeland,** associate professor of distributive education, Richmond, Va. will also teach a summer course at Mercer.

Nina Simpson, Lovington, New Mexico, is president of the Future Homemakers of America this year.

George P. Deyoe, formerly professor of education at Michigan State College where he was a member of the staff in agricultural education, is now professor of agricultural education, College of Education, University of Illinois. His work includes teaching graduate courses, research, writing, and field service. He will help organize a program of field service for teachers of vocational agriculture with special attention to teachers of veterans.

E. L. Meader, assistant director of vocational and adult education, Wichita, Kansas, has been re-elected secretary of the Wichita Manufacturers' Association.

Glenn E. Smith has been appointed chief of the guidance services division of the Michigan Office of Vocational Education. Mr. Smith has his M. A. degree from the University of Missouri and in 1943 became director of guidance services for that state.

T. A. Koschler has joined the staff of the Illinois State Board for Vocational Education as supervisor of industrial arts education. He will have the northern half of the state, and **Dale Roberts,** who has been with the state department since September, 1946, will have the southern half.

Ralph W. Polk has retired as supervisor of printing in the Detroit schools. **Robert M. Shields,** head of the printing department at Cass Technical High School has succeeded him.

Alan R. Pawelek and **Bernard R. Josif** have been appointed assistant professors of industrial arts at Ball State Teachers College.

In Tribute

James R. Glenn, formerly supervisor of industrial education of the Pittsburgh, Pa., public schools, died at his home at Gun Lake, Michigan, at the age of 73 years. He had retired six years previously.

Walter Friley, former president of the Kansas Vocational Association, died November 11, after an illness of several months. He was widely known in the state for his work in industrial arts in the state and had been a member of the faculty of Kansas State Teachers College for eight years.

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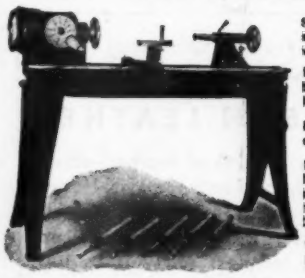

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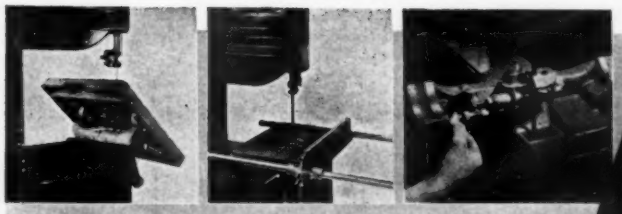

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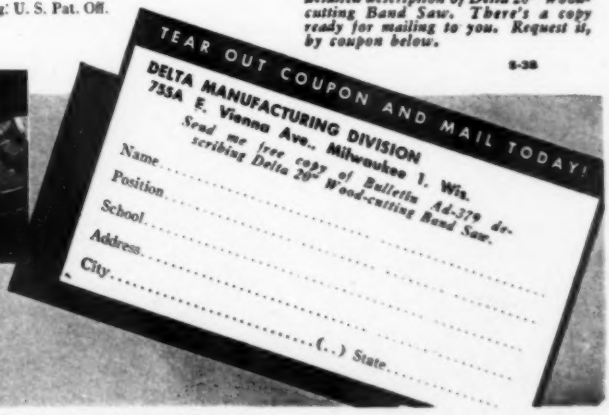
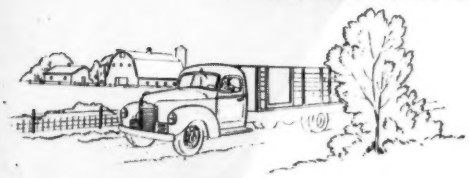


What's Your Guess...

ON THE PART MOTOR TRUCKS PLAY IN THE BUSINESS OF FARMING?

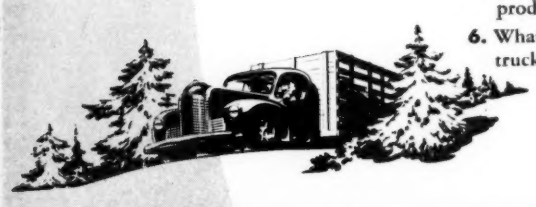


Perhaps you've had some general ideas at one time or another on the relative importance of the motor truck to the products of the agricultural world. Maybe, too, you've wondered just how close to the actual figures your estimates might be.

Want to see how accurate your ideas are? Then try the following questions by choosing the answers you think are correct. To check your results, the answers are given below.

INTERNATIONAL HARVESTER COMPANY
180 North Michigan Avenue Chicago 1, Illinois

1. What is the percentage of motor trucks registered in the United States used to haul farm products? (a) 19%. (b) 27%. (c) 38%.
2. How many states have more than *half* of their trucks on farms? (a) 1. (b) 4. (c) 9.
3. How much of the total tonnage of livestock reached market by truck in 1945? (a) 35%. (b) 44%. (c) 57%.
4. What portion of urban residents have all their milk supplied by motor truck? (a) 67%. (b) 85%. (c) 94%.
5. How many times, on the average, is every item of clothes you wear, and every product you eat transported by motor truck? (a) 7. (b) 9. (c) 15.
6. What well-known manufacturer is this year observing its 40th year of motor truck production?



Above scene photographed in "Harvester Farm" Exhibit at Museum of Science and Industry, Chicago.

1—(c). 2—(b). 3—(c). 4—(b). 5—(a). 6—Yes, International is correct. For each of the last 15 years more new heavy-duty Internationals were registered by American truck users than any other make of truck.